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Montana SCHOOLS

March/April 1993

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Office of Public Instruction
Nancy Keenan, Superintendent
Vol. 36, No. 4

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Legislative update

Reporting on the status of educational legislation at this point in the legislative session is like shoveling the sidewalk in the middle of a blizzard. Flurries of legislation, amendments, and compromises are flying thick and fast. The legislative scene changes on an almost hourly basis, and no one is willing to predict the outcome until the storm is over and the session officially adjourns in late April.

Here is where major education-related legislation stands as *Montana Schools* goes to press on March 25:

School equalization

Two bills that attempt to erase the inequities in school funding are in the legislative hopper. Both House Bill 667 (Russell Fagg, R-Billings) and Senate Bill 432 (Tom Towe, D-Billings) would move the state substantially closer to equalization.

There are some key differences between the two bills. House Bill 667 sets a "Base Amount for Student Equity" (BASE), a minimum level that a school district may spend. No district may spend more than 25 percent above its BASE level. The bill uses traditional revenue sources to equalize school funding, while Senate Bill 432, introduced at the request of the Office of Public Instruction, uses "power equalization." Senate Bill 432 has come to be called the "Robin Hood" bill because it would "recapture" some of the revenue generated by property taxes in wealthier school districts and use it to subsidize poorer districts. Senate Bill 432 also attempts to simplify school funding. It combines four existing school funds—the general fund, retirement, tuition, and transportation funds, into a single general fund.

House Bill 667 does not address equalization of retirement, transportation, or school construction (capital outlay), while SB 432 does equalize these things. Because the state Supreme Court has ordered the legislature to address equalization of these expenditures, whatever school funding mechanism emerges from the 1993 legislature must do so or the legislature will likely find itself in another special session.

Senate Bill 432 also equalizes non-levy school revenue, whereas HB 667 does not.

Senate Bill 432 does not impose caps on school spending; HB 667 does. "We expect that with SB 432, the [school funding] system will reach equilibrium without caps because all schools would have essentially equal access to wealth," explained Madalyn Quinlan, revenue analyst at OPI. "In addition, wealthier districts would have less incentive to raise their budgets because of the mill levy increases they would experience and because they wouldn't want to raise extra taxes when they know some of the revenue would leave the district."

House Bill 667, on the other hand, sets caps on school spending by setting minimum and maximum levels for school district spending, which would result in some loss of local control of school funding.

House Bill 667 has been amended to cut $40 million from state support for schools. Several education groups that formerly supported HB 667 have withdrawn their support as a result of the $40 million cut.

House Bill 667 has passed the House and now goes to the Senate Select Committee on School Finance. When it arrives, it will be placed alongside SB 432, which the committee has been holding so committee members can compare the two bills. According to Jack Copps, Deputy Superintendent of Public Instruction, the committee will probably try to blend the best parts of both bills into a single legislative vehicle for school finance reform.

Other finance bills that will affect education

House Resolution 2 (Bob Gilbert, R-Sidney) calls for raising $99 million in new revenue and cutting the state budget by another $99 million. The resolution targets schools for a $40 million cut.

House Bill 471 (Dick Simpkins, R-Great Falls) would have cut school foundation program payments by 5 percent. The bill was amended to eliminate the school foundation program in Fiscal Year 1995. The House did not act on the bill in time for it to be transmitted to the Senate.

Senate Bill 235 (Bruce Crippen, R-Billings), the sales tax plan submitted by Governor Marc Racicot's office, has passed the Senate and is now in the House. The bill directs property tax relief

(Continued on page 3)

"As *Montana Schools* goes to press, we continue to fight the good fight. I will go to the wire to support school funding and quality education for Montana's kids."
—Nancy Keenan

A conversation among many voices: A special series on diversity and multicultural education begins on page 4.

Superintendent's State of Education address

On February 17, 1993, State Superintendent Nancy Keenan gave the State of Education address before a joint session of the Montana Senate and House of Representatives. Reprinted here is the text of that address.

"We will no longer teach students facts and figures when they can merely ask their wrist computers: What is the valence of carbon? *Four.* Mom has a meeting; will dad have dinner ready? *Fat chance.*"

"Don't panic. According to an old Mandarin expression, 'Crisis is an opportunity on a dangerous wind.'"

Mr. President, Mr. Speaker, members of the House and Senate, distinguished guests, my friends.

It is my honor to be in this chamber as your guest. Given the large share of our state budget that goes to fund public education, I know that for many of you, every time you look at me all you see are dollar signs. And as strongly as I feel about the importance of public education, I know that every day, each of you struggles with how to meet your responsibility to the people of Montana, a responsibility that requires you to provide necessary services that are affordable.

Two years ago, when I gave you my report on the State of Education, I talked about Dr. James Crupi's theory of leadership and how it is generational. I reflected with you about how Montanans in their 60s, 70s, and 80s moved quickly and built our state and communities. Their children, the second generation, lived in families traumatized by the depression, families who knew that every dollar earned was at risk. The third generation, those of us in our 30s and 40s, have just been handed the reins. Though we have yet to be judged, that judgment will be harsh unless we learn to work smarter and with each other.

The first two generations had a vision for us. It wasn't always crystal clear; the decisions were seldom easy; but they felt a responsibility to the future. Our future, yours and mine, mattered to our parents and our grandparents. Now it is our turn. We must accept the challenge. We must make the difficult decisions, and we must have a vision—a vision for Montana's fourth generation, who are in their 20s, and a vision for our fifth generation, who are today learning in our classrooms across Montana.

What Does that Future Look Like?

There is a new book in this country called *The Policeman's Beard is Half Constructed*. One of the passages in it reads like this: "More than iron, more than gold, more than lead, I need electricity. I need it more than lettuce, cucumber, or pork. I need it for my dreams."

These words are from the first-full length novel written in entirety by artificial intelligence—a computer.

Today, there are 33,500 commercial applications of robotic devices now used in the country. Ninety-five percent of all welding and painting in car and truck assembly is done entirely by robotics. By the turn of the century, there will be at least one-half million robotics used in businesses, not counting the personal machines we will each own.

The old adage "you won't leave home without it" will take on a whole new meaning. Most likely it will be a very small computer worn on our wrists. We will no longer teach students facts and figures when they can merely ask: What is the valence of carbon? *Four.* Mom has a meeting; will dad have dinner ready? *Fat chance.*

A year ago, the Japanese opened a new factory to produce one product—houses. Not trailer houses—houses. Everything from input to output and quality control is part of the process. The individual buyer specifies the architectural design; specifies the number of lights and fixtures; details the masonry work, the tile, the woodwork. A custom-built house is constructed entirely by robots and delivered to the port of Los Angeles for $54,000.

Will this change the construction industry? No doubt. The carpenters in our fifth-generation Montanans, our children, will be designing, constructing, and maintaining the robots who build our houses.

Patent number 448296 is pending on a piece of equipment that plants, tills, and harvests small grains and fruits. An electronic arm goes up, makes a visual color contrast of the fruit, measures the level of ethylene gas, determines whether it is ripe or not, and then picks it. It has never made a mistake. Will this change the agricultural industry in this state and country? Absolutely.

Our children, this fifth generation of young workers, will change careers 13 times in their lives. The astonishing growth in information we are seeing today will pale by comparison to the information explosion of the future. No longer will even the most brilliant and conscientious student be able to memorize facts and figures as we did. Their challenge will be to learn how to access the information they seek.

The future. Unfathomable to some of us. Frightening to others. And yet we all recognize the enormous responsibility we have in preparing Montana's young people for it.

How do we find time and energy to formulate a vision, when just maintaining the status quo consumes so much of our time, energy, and resources? To know where we are going, we must evaluate where we are now.

The present status of your schools

In 1990 we experienced an increase in enrollment of 1,700 students over the previous year. Our growth in 1991 was an additional 2,800 students. And in 1992, new enrollment swelled to 4,200 new students. 4,200 additional students is a startling number—9,000 new students in three years. But perhaps what is more startling, and of deep concern, is that a significant number of these new students are children with special needs—they are learning disabled, emotionally disturbed, abused, and too many are hungry.

Enrollment isn't the only factor that has increased. Medical costs have skyrocketed, utility rates have increased, insurance liability costs have grown, textbooks and equipment costs to each of your local districts have matched inflation and then some. Our schools have had to bear the costs of asbestos removal, replacement of underground storage tanks, and old boilers that explode.

At the same time, over the past four years they have received no increase in the foundation schedules other than a single inflationary adjustment of 4 percent in 1990. We have required schools to reduce their reserves from 35 percent to 10 percent. In 1991, we cut 8 percent from gifted and talented education and vocational education. Last week, those two programs were completely eliminated.

There have been no increases in funding for special education, even though the costs for special services have continued to escalate. I need to point out that your schools do not place students in treatment facilities. Their families place them, the courts place them, and protective services "place" them. But the majority of these at-risk students are not "placed" anywhere. They come to school, and your school personnel do the best they can for them with very limited resources.

Yesterday, the Appropriations Committee eliminated the foundation schedules, the only component of our school funding system that the court did not challenge as unequal, and recommended a 5 percent—$38 million dollar—cut in state funding for your schools. The consequence of a 5 percent cut translates into a tax increase at the local level on the average of 12 mills each year.

This action is in direct conflict with House Resolution 2, which states in section four "that state costs (including the foundation program) not be shifted to local governments or local property taxpayers."

When you add up the $38 million cut to the foundation schedules with the $2 million cut in distributions to schools, you have asked your public schools and local taxpayers to bear $40 million of the $99 million target you have set.

Taxpayers won't save money; and instead of solving our school equalization dilemma, we make it worse.

Never in the history of this state, even during trying financial times, has the legislature abolished the foundation schedules as happened yesterday. However, I received the personal assurance from the governor this morning that you will revisit this issue.

You will have an opportunity to review several school funding proposals. Please study them all carefully, and measure their worth by how they will

impact the people and children of Montana. Does the plan measure up to the court test of equalization? Does the plan provide local control, flexibility, accountability, and the character and quality of education that our children need in order to succeed?

Consider every revenue proposal with an open mind—power equalization, additional statewide mills, or income tax adjustments. Whether you're for it or against it, a sales tax won't help schools this biennium.

We must not act in haste and run the risk of forever crippling our children's opportunities.

We must remember that schools don't belong to the bureaucracy, children don't belong to the bureaucracy, they belong to people—to families and to communities.

And don't panic. According to an old Mandarin expression, "Crisis is an opportunity on a dangerous wind."

Governor Racicot and I are committed to working together. And we ask you to join us. We have acknowledged that we will not agree on every issue. But we are committed to partnership and not partisanship.

Yes, we must work smarter, and we must work together. Government and schools must seek ways to become both more efficient and more effective.

As Governor Racicot said not long ago, at this very podium, "I have but one request as we proceed. If your motive is to resolve the problems that confront us with fairness and honest purpose, then I will join you and be judged on the results. If you are moved by other desires, however, then don't be insulted if we pass you by. There is simply too much to be done and so little time in which to do it."

You face a formidable challenge. But let us run toward it and not away from it. Reason and judgement are the qualities we need to meet this challenge. And all of us must remember that leadership is action, not position.

I have great confidence in you.

Thank you. ■

Legislative update

(Continued from page 1)
to school funding. It also addresses equalization of retirement, transportation, and school construction projects.

Other education bills

Vocational education, gifted/talented: Despite efforts by OPI, the House Appropriations Committee eliminated state funding for these two programs. However, HB 677 has been amended to take $800,000 from driver's education and give $650,000 back to vocational education and $150,000 to gifted and talented. "Apparently, the House has decided to pit educational programs against each other," observed Deputy Superintendent Copps.

METNET: House Bill 11 would have funded the Montana Educational Technology Network (METNET) for another two years. The bill has been passed out of the House—but without any funding for K-12 activities. "We're not dead yet, but we're lying in the hospital with tubes in our arms," said Steve Meredith, a distance learning specialist at OPI. The bill now heads to the Senate.

Special education: Senate Bill 348 contains recommendations of the Commission on Special Education Finance, which was created by Superintendent Keenan to restructure distribution of special education funds. The bill has passed the Senate and is now in the House.

Horse trading

Whatever finally emerges from the 1993 legislative session probably will involve a considerable amount of "horse trading," compromise, and grafting parts of bills onto other bills. In the

(Continued on page 16)

FAREWELL TO SENATOR NATHE

Montana education lost a good friend when Senator Dennis Nathe of Redstone passed away in February. His wisdom and commitment to education will be missed.

Certification alert

Class 2 certificate holders who were certified in 1992:

Of the 60 renewal units you will need to renew your certificate in 1997, only 20 may be from activities other than college credit. At least 40 (three semester credits) of the 60 required units must be college coursework.

Class 2 certificate holders who will be renewing on or after 1997:

Of the 60 renewal units you will need to renew your certificate during or after 1997, only 20 may be from activities other than college credit. At least 40 (three semester credits) of the 60 required units must be earned from college coursework.

If you have questions concerning renewal units, conversion of college credit to renewal units, or other certification requirements, see your building administrator, personnel director, superintendent, or call the Certification Division, Office of Public Instruction (444-3150). ■

Special education training available

The Office of Public Instruction Division of Special Education is pleased to announce the availability of 15 special education teacher training positions beginning in summer 1993. Each recipient will receive $1,000 to pursue higher education that would result in an endorsement to teach special education by January 1996.

Minimum requirements are 1) current Class 1 or Class 2 Montana teaching certificate; 2) commitment to completion of 12 semester quarter credits toward a special education teaching endorsement prior to January 1, 1994; 3) commitment to completion of a special education teaching endorsement prior to January 1, 1996; 4) completion of application; 5) short narrative that indicates why you would be an appropriate candidate; and 6) commitment to teach special education in a Montana public school or institution for a minimum of three school years. Preference will be given to applicants who will be employed by a rural district that has been unable to recruit a special education teacher. For additional information, call Susan Bailey (444-2046) or Linda Beadle (444-5661). ■

Auditors are checking schools for drug-free policies

The Local Government Services Bureau of the Montana Department of Commerce has responsibilities related to audits of local schools. One area auditors investigate is drug-free school policies.

In recent school audit reviews, auditors have found some inadequacies in school policies on alcohol and drugs. School administrators and boards need to ensure compliance with applicable federal requirements in order to avoid interruptions in pass-through or direct federal funding for their school districts.

The first consideration for local schools is under the Drug-Free Workplace Act of 1988 (PL 100-690, 34 CFR Part 85). If a school receives federal funds of $25,000 or more directly from a federal agency, the school must provide a drug-free workplace that meets the requirements set forth in the act.

The second consideration for schools is under the Drug-Free Schools and Communities Act of 1986, as amended (specifically the federal Drug-Free Schools and Campuses regulations, 34 CFR Part 86). A school receiving any amount of federal funds, either directly or indirectly, from any federal agency must adopt specific alcohol and drug policies for all students and for all staff. The policies must meet the requirements set forth in federal regulations.

In addition, the federal regulations require local schools to implement an age-appropriate, developmentally based drug and alcohol education and prevention program for all students in all grades within the school.

Finally, the regulations require a biennial review of the local school's student and staff alcohol and drug policies (to determine consistency of disciplinary sanctions) and educational program (to determine effectiveness and needed changes, if any). The penalties under this section include repayment of all federal funds and exclusion from receiving future federal funds.

The Office of Public Instruction has provided schools with copies of the federal laws and regulations as well as sample policies and biennial program and policy certifications for your use.

Be alerted that regular audits are being conducted. As part of the normal review, auditors will be checking on your drug and alcohol policies. ■

Science Specialist Bob Briggs to leave OPI

State Superintendent Nancy Keenan has announced, with regret, that Science Specialist Bob Briggs is leaving the Office of Public Instruction, effective April 1, 1993.

Bob has been "Dr. Science" at OPI for 10 years. We will miss him!

Desk sets offered

A thousand K-12 desk sets are available from the Bozeman School District. Make an offer on any quantity, any size. Contact Gary Griffith, 585-1540.

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BEYOND THE QUINCENTENARY

A conversation among many voices

Assessing the Columbian Encounter, Part 3

By Linda Vrooman Peterson, Social Studies Specialist; Cheri Bergeron, Resource Librarian; Bob Parsley, Indian Education Specialist; Lynn Hinch, Bilingual Specialist; Pat Callbeck Harper, Gender Equity Specialist; Sanna Porte Kiesling, Montana Schools *Editor; Office of Public Instruction*

"In an interdependent world community, those who can't work with all different kinds of people will find themselves at a distinct disadvantage in the global job market."

Introduction

The 500th anniversary of Columbus's arrival in the Americas has provided a chance to look at history and culture in a new way. For 500 years, we have believed in and taught the myth that the Americas were "discovered" by a European. Some scholars have called the Columbus story our national "creation myth," because we have tended to believe that the history of the Americas began when Columbus stepped onto the shore.

Reflecting that "creation myth," education in the United States has traditionally been dominated by a Eurocentric perspective.

Contemporary perspectives on Columbus remind us that millions of people of many diverse cultures had lived in the Americas for thousands of years before Columbus arrived. After Columbus arrived, more people came—from Africa, Asia, and Europe. The quincentenary challenges us all to widen our perspective, to acknowledge and appreciate America's immense diversity and the contributions of all—Europeans, Asians, American Indians, Africans, Hispanics, women, men, and people with disabilities—to American history and America's contemporary cultures.

Changing U.S. demographics

The challenge to widen our perspective is heightened by several current trends within American society. First, our demographics are changing. By the year 2000, one of three U.S. citizens is projected to be non-Caucasian. By 2020, 40 percent of the nation's school children will be from ethnic minority groups.

Immigration is playing a key role in changing our demographics. According to the Council of Chief State School Officers (CCSSO) Resource Center on Educational Equity, "The collapse of walls—both physical and ideological—in Eastern Europe and the rise in economic and political tumult in Africa, the (former) Soviet Union, Latin America, Southeast Asia, and the Middle East have resulted in the resettlement of massive waves of people from their native lands to more inviting countries. As the final destination of two out of every three of the world's immigrants, the U.S. has been particularly affected by these demographic shifts." (CCSSO *Concerns*, October 1991)

These trends have made cultural diversity one of the most significant facts of U.S. society as we approach the 21st Century.

Even in predominately white Montana, the ethnic mix is changing. The population of American Indians is growing. People of other groups—Hmong, Slavic, and Hispanic, to name a few—are arriving in Montana. Regardless of where in the state your school is located, it's not a matter of *whether* your school will become more ethnically diverse—it's a matter of how diverse it will become and how soon it will happen.

Despite this demographic shift, most schools in the U.S. continue to use curriculum materials prepared by and geared toward European cultures. One result is that non-European students often feel invisible and disenfranchised. Given the fact that the dropout rate for minorities is consistently higher than that of non-minorities (CCSSO, *Concerns*), many educators believe we need to retool our curriculum and educational system to improve outcomes for minority students.

Iowa is one of several states that is restructuring its curriculum to reflect the contributions, histories, and perspectives of diverse cultural groups. Iowa's theory is that when the school validates a student's home culture, the student's self-concept improves; consequently, academic achievement improves.

The global economy

Economic necessity is the second trend that challenges us to widen our perspective. The world is shrinking. In the emerging global marketplace, workers will work side by side with people of many races, religions, disabilities, and ethnic backgrounds. Our students need to learn skills to live and work in an interdependent world community. Those who can't get along well with all different kinds of people will find themselves at a distinct disadvantage in the global job market.

One way to help students develop skills to work with diversity is to let them see and appreciate the contributions and perspectives of other races and cultural groups—even if these groups don't live within the students' community.

Racial tensions

The third trend that encourages a wider perspective is the increasing racial tension in this nation. In the wake of last spring's racial riots that followed the Rodney King verdict, the nation is looking to schools to help teach students of different races and cultures to respect one another, to solve conflicts without violence, and to work cooperatively.

Melting pot, mosaic, or conversation?

How can educators meet these challenges? How do we widen the perspective in our teaching and in all our school relationships? Many educators believe the answer lies in abandoning our "melting pot" metaphor. The melting pot theory holds that the various ethnic groups in the U.S. should be molded into a common group called "Americans," with identical customs, values, and language patterns. In the melting pot theory, cultural diversity is viewed as a source of division and conflict rather than a source of richness, creativity, and strength.

The problem with the melting pot theory is that, in requiring assimilation, it has excluded the contributions and perspectives of women, minority groups, and the disabled. The image of a mosaic—distinctly individual pieces that, together, create a picture called U.S. culture—has been offered in place of the melting pot. But Henry Louis Gates, Jr., chair of Afro-American Studies at Harvard University, says the mosaic metaphor is "catchy but unhelpful, if it means that each culture is fixed in place and separated by grout." Maybe, Gates says, we should think of American culture as a "conversation among different voices—even if it's a conversation that some of us weren't able to join until recently." ("A Conversation Among Different Voices," *Rethinking Schools*, October/November 1991)

Inviting everyone into the conversation means viewing cultural and gender diversity as strengths that enrich our communities and our nation. That is called "pluralism." Pluralism, as defined by the Minnesota Department of Education, recognizes that there is diversity among people and that diversity is a healthy, inevitable, desirable quality in a democracy.

Many educators use the term "multicultural education" to describe a pluralistic approach to learning.

We are all "ethnics"

What is multicultural education? Ask 10 different people, and you'll get 10 different answers. Multicultural education seems to mean something different to just about everybody.

One thing is clear—multicultural education is nothing new; the term has been in use for several decades. In recent years, though, enthusiasm for multicultural education has intensified.

Even among advocates of multicultural education, however, there is little agreement on just what it is and how it can improve school performance. Some view multicultural education as "The Way" to restructure schools for the 21st Century. Others have a less optimistic view of it. Opponents of multi-

(Continued on page 15)

Implementing multicultural education

How does a school implement multicultural education? It usually happens in stages. It's probably not reasonable to expect to move straight from a monocultural school to a multicultural school.

Enid Lee, a consultant in anti-racist education in Toronto, Canada, says schools usually go through several stages in moving from monocultural to multicultural. (*Rethinking Schools*, October/November 1991)

Stage one—surface changes
The first stage, Lee says, is a "surface" stage, in which schools change a few expressions of culture, such as making welcome signs in several languages and having a variety of foods and festivals. While that's a good place to start, Lee says, the problem is that many schools stop there.

Stage two—transition
The second stage is transitional and often involves creating two- or three-week units of study on American Indians or another group that has been omitted from the main curriculum. But these units are separate from the main curriculum.

Stage three—shifting perspective
When a school moves into the next stage of structural change, these units become integrated into existing curriculum instead of being outside and "exotic." "Ultimately, what is at the center of the curriculum gets changed in its prominence," Lee explains. The perspective shifts to include a variety of viewpoints.

Stage four—social change
The last stage Lee describes is the social change stage, when the curriculum helps lead to changes outside the school. For example, students might take an interest in how the media portray people and start a letter-writing campaign about news that is biased. "Kids begin to see this as a responsibility that they have to change the world," Lee says. In essence, in anti-racist education we use knowledge to empower people and to change their lives.

"You don't have to fill your head with little details about what other cultural groups eat and dance," Lee says. "You need to take a look at your culture, what your idea of normal is, and realize it is quite limited and is in fact just reflecting a particular experience. You have to realize that what you recognize as universal is, quite often, exclusionary."

Sara Bullard, editor of the journal *Teaching Tolerance*, suggests, "To find harmony in diversity, teachers must wade through the rhetoric to glean the best research on multicultural education and, as usual, rely on their own best instincts." ("Sorting Through Multicultural Rhetoric," *Educational Leadership*, December 1991/January 1992) ■

Multiculturalism comes under fire from the extreme religious right

As America's population has grown more diverse and different groups have worked successfully for recognition of their rights under the law, our education system has responded by trying to become more inclusive and by teaching students about different cultural groups. This trend, which we have come to call multicultural education, has become a primary target for right-wing extremist groups. One of the more well known of the national groups (with chapters in Montana) is Citizens for Excellence in Education (CEE).

The CEE sees multicultural education as part of a "grand conspiracy" which its members believe is taking place in our schools. Members of CEE believe the conspiracy is masterminded by "secular humanists" who have taken over the education system. They say our schools allow any religion but Christianity to be taught in the classroom and that secular humanist teachers are promoting their manifesto in the classroom. In a paper on multiculturalism, Robert Simonds, president of CEE, says, "The art of deception has been mastered by the anti-Christian secularists in education." Simonds goes on to say that multiculturalism is tied to a "global education" curriculum which teaches "...international socialism; a one-world government, police force, monetary, and political system." ("President's Report," National Assoc. of Christian Educators/Citizens for Excellence in Education, August 1992)

Extremist groups such as CEE have also equated multicultural education with promoting homosexual lifestyles in the classroom. They call for a return to "teaching the basics" and promoting "family values."

To the average person, multicultural education is not threatening. However, groups such as CEE have packaged their message in polished materials that attempt to convince the average person that multiculturalism is a threat to the very existence of this nation.

These extremist organizations are highly organized and vocal in pressuring local schools to get rid of multicultural curriculum. They urge their supporters to run for local school boards, they appear at school board meetings, they write letters to the editor, and they call in to radio talk shows. In short, they use all the tools citizens should be encouraged to use in our democratic process.

Perhaps the only flaw in this version of the democratic process is a disregard for truth and an emphasis on secrecy. The national director of the Christian Coalition, Ralph Reed, had this to say about

(Continued on page 15)

A sense of pride in heritage

Bounthavy "Vee" Kiatoukaysy was recently honored by the National Association for Bilingual Education as national bilingual instructional assistant of the year. The recognition earns Kiatoukaysy a $2,500 scholarship, which she plans to use toward a degree in elementary education.

Kiatoukaysy and her family fled from Laos to Thailand in 1975 after communists took over her homeland. Four years later, the family moved to the United States, finally settling in Missoula.

Kiatoukaysy's high school years in Missoula were not easy ones. She remembers feeling caught between two cultures, lost between two worlds. "I did not know myself," she says. "I just wanted to be American, but I couldn't." Students at her school did not make the struggle any easier. "They were very cruel," she says.

In 1986, Kiatoukaysy began translating for a friend who was a student at the University of Montana. A year later, she became a bilingual tutor.

As a bilingual tutor, Kiatoukaysy says she has "tried to instill in our people a sense of pride in their heritage." Her efforts included an after-school culture class which "did much to bring our youth back to their roots."

"Throughout my experience, I have felt very strongly that you must honor your roots," Kiatoukaysy says. "I have learned to take what is best from both worlds. I would like to share what I have learned from my struggles and successes as a refugee to help not just the Hmong children but all different types of students."

MULTICULTURAL EDUCATION

There is a lot of controversy and confusion about what multicultural education is and isn't. As with most issues, local schools and communities must define multicultural education for themselves to a large extent. Here are some potential guidelines, drawn from many different educators and researchers.

WHAT IT IS	WHAT IT ISN'T
Fundamental educational restructuring to help all students develop more inclusive racial, ethnic, cultural, & gender attitudes through dialogue among parents, teachers, students, trustees, & community citizens	Isolated celebrations of holidays or one-time events only—although these are steps in the right direction
An ongoing process	An "add-on" program only
Teaching respect for self & others	Each student's family genealogy only
Improvement in academic achievement for all students	Curricular change only
An acceptance of differences as legitimate & empowering	A hidden agenda to extinguish American ideals
Multi-perspective viewpoints; enabling all students to see themselves & others reflected positively in the curriculum	Promoting one race, culture, or gender over another
For the benefit of all students	For the benefit of "minority" children only
A useful means of changing our schools & society to become more democratic	A panacea for all educational and social ills

Bibliography available

The Office of Puhlic Instruction has prepared an annotated bibliography on multicultural materials. To order a free copy, contact Cheri Bergeron, OPI, State Capitol, Helena, MT 59620 (444-2082).

One state's approach to multicultural education

Iowa is one of several states that has been working in recent years to implement multicultural, non-sexist education in the public schools. Recently, Iowa's Department and Board of Education developed guidelines for model multicultural, non-sexist education plans.

The guidelines list specific objectives for each curricular program area, from social studies to agriculture education. Below are some examples of these objectives (from Model Multicultural, Non-sexist Education Plan, Iowa Department of Education, 1989).

Physical education: students will—

a. show respect and sensitivity toward one another while taking part in physical activities with diverse racial/cultural groups, members of the other sex, or with students with disabilities;

b. demonstrate an awareness of how prejudice, stereotyping, and discrimination have been historically exhibited in the fields of recreation, athletics, and health;

c. participate in activities that accommodate their needs, interests, and abilities regardless of gender, race, national origin, and disability.

Mathematics: students will—

a. demonstrate an awareness of the valuable and unique contributions that diverse racial/cultural groups, men and women, and persons with disabilities have made to the field of mathematics in Iowa, the U.S., and the world;

b. explore a broad range of career roles in fields which require basic math skills regardless of their sex, racial/cultural origin, or disability;

c. be motivated to become actively involved in applying math and scientific concepts to the resolution of contemporary and future societal problems.

Foreign Language: students will—

a. demonstrate the knowledge that cultural differences do not imply cultural deficiency;

b. recognize how different experiences can influence groups to review events, trends, and innovations from various perspectives;

c. be able to identify sexism, ethnocentrism, and racism in the language they are studying.

Home economics: students will—

a. demonstrate an understanding of the enriching impact of cultural pluralism on various areas of our lives such as clothing, foods, housing, and family traditions;

b. explore issues related to contemporary family living and the rights and responsibilities of parenthood, regardless of gender.

Business education: students will—

a. understand how business decisions and practices can be affected by one's cultural experience or gender;

b. understand the importance of cross-cultural expertise in a multicultural and global economy;

c. be able to describe ways in which societal sexism and racism have been historically reflected in the world of business.

Reducing prejudice in our schools

Young children are oblivious to racial differences and therefore have no prejudices—right?

Wrong, says James A. Banks, a leading educational researcher and writer. Contrary to this common assumption, writes Banks, research indicates young children are aware of racial differences within the adult world; in fact, their racial attitudes reflect the attitudes of adults.

Racial attitudes can bring about prejudice, discrimination, and stereotyping. Cherry A. McGee Banks, another educational researcher and writer, provides the following definitions:

Prejudice is "a positive or negative attitude based on faulty and inflexible generalizations that place an individual at an advantage or disadvantage not merited by his or her conduct."

Discrimination "refers to behaviors, based on prejudiced beliefs and attitudes, that deny persons equal access to resources, privileges, or opportunities."

Stereotypes involve "the systematic tendency to attribute negative characteristics to members of other groups."

How can teachers design environments free of prejudice, discrimination, and stereotypes? By creating classrooms and schools where the realities of negative racial and gender attitudes are openly discussed and where students are encouraged to become socially responsible and intellectually competent.

McGee Banks suggests that for students to be socially responsible, they must work cooperatively with people who look and speak differently and have different values and world views. To become intellectually competent, students need to understand the ways race, class, and gender affect attitudes toward others.

Teachers can help students develop more positive racial attitudes through an integrated and well-planned curriculum. Banks recommends the following guidelines, based on the research results of 60 years:

1. Include positive, realistic images of ethnic and racial groups in teaching materials in a consistent, natural, integrated fashion.

2. Help children differentiate the faces of members of other racial and ethnic groups. Permeate the curriculum with faces of members of all ethnic groups.

3. Involve children in vicarious experiences with various racial and ethnic groups, such as multiethnic literature, videos, films, and photographs.

4. In an interracial school, involve students in structured interracial contact situations. Effective interracial contact situations must have the following characteristics:

a. They are cooperative rather than competitive.

b. Individuals experience equal status.

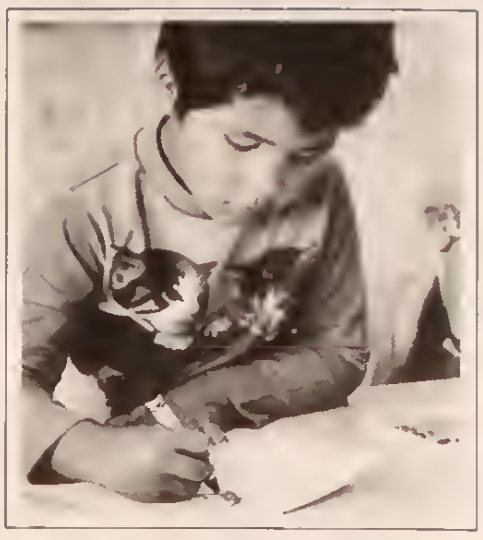
c. Individuals have shared goals.

d. Contact is sanctioned by authorities such as parents, principal, teacher, and community.

5. Provide positive verbal and nonverbal reinforcement for the color brown.

6. Involve children from different racial and ethnic groups in cooperative learning activities.

(From "Reducing Prejudice in Children: Guidelines from Research," by James Banks, and "Shattering Stereotypes and Reducing Prejudice with Multiethnic Literature," by Cherry McGee Banks; *Social Studies and the Young Learner*, 1992.)



10 quick ways to analyze children's books for racism and sexism

There are many popular children's books, even award-winning books, that perpetuate stereotypes. Does this mean books such as *Little House on the Prairie* , which stereotypes American Indians, can't be used in the classroom? Not necessarily. In fact, such books can offer opportunities to raise issues for sensitive, frank class discussions of stereotypes, racism, or sexism. This can provide a beneficial learning experience even if you don't have minority children in your class. Of course, it is important to balance stereotyping books with those that present a different perspective.

The Council on Interracial Books for Children (CIBC) offers the following guidelines for analyzing children's books for racism and sexism (reprinted with permission of the CIBC).

Both in school and out, young children are exposed to racist and sexist attitudes. These attitudes—expressed over and over in books and in other media—gradually distort their perceptions until stereotypes and myths about minorities and women are accepted as reality.

It is difficult for a librarian or teacher to convince children to question society's attitudes. But if a child can be shown how to detect racism and sexism in a book, the child can transfer the perception to wider areas. The following 10 guidelines are offered as a starting point in evaluating children's books from this perspective.

1. Check the illustrations

Look for stereotypes. A stereotype is an over-simplified generalization about a particular group, race or sex, which usually carries derogatory implication. While you may not always find stereotypes in blatant forms, look for variations which in any way demean or ridicule characters because of their race or sex.

Who's doing what? Do the illustrations depict minorities in subservient and passive roles or in leadership and action roles? Are males the active "doers" and females the inactive observers?

2. Check the story line

In recent years, publishers have weeded out many insulting passages, particularly from stories with African American themes and from books depicting female characters. However, racist and sexist attitudes still find expression in less obvious ways. The following checklist suggests some of the subtle (covert) forms of bias to watch for:

Standard for success. Does it take "white" behavior standards for a minority person to "get ahead"? Is "making it" in the dominant white society projected as the only ideal? To gain acceptance and approval, do persons of color have to exhibit extraordinary qualities—excel in sports, get As, etc? In friendships between white and non-white children, is it the child of color who does most of the understanding and forgiving?

Resolution of problems. How are problems presented and resolved in the story? Are minority people considered to be "the problem"? Are problems faced by minorities and women explained, or are they accepted as inevitable?

Role of women. Are the achievements of girls and women based on their own initiative and intelligence, or are they due to their good looks? Could the same story be told if sex roles were reversed?

3. Look at the lifestyles

Are minority persons and their setting depicted in such a way that they

(Continued on page 15)

Billings West High School honors cultural diversity

In the fall of 1992, counselors at Billings West High School received numerous complaints from minority students who said they did not feel welcome or accepted at West High. In fact, the minority students reported feeling discriminated against.

When counselors asked Associate Principal Carol Blades what could be done to help all students feel welcome and accepted at Billings West, Blades immediately went to work. She enlisted the aid of teachers; the West High Native American Club; Bill Snell, director of In-Care, a foster care agency for American Indian children; and members of the community. The result was a week-long focus on the minority experience in Billings and in Montana public schools and communities.

The week's activities involved all students, faculty, and staff of West High. In large and small group sessions, teachers and students addressed issues related to cultural diversity. The primary purpose of this event was to help minority youngsters feel welcome and valued—to let them know they are full members of the West High student body.

Teachers were encouraged to include multicultural topics and themes in their lessons throughout the week. At the ninth- and tenth-grade level, English teachers designed lessons around multicultural topics. Eleventh- and twelfth-grade teachers integrated multicultural themes into their American history and American government courses.

Mini-sessions were part of the ninth- and tenth-grade agenda. These sessions featured speakers from a variety of professions who belong to minority cultures. The speakers shared their personal experiences as minority persons and as professionals in Billings and in Montana. Pedro Hernandez, Justice of the Peace for Yellowstone County, spoke to school staff about the importance of teachers as role models for young people.

To culminate the week, Billy Mills, an Olympic gold medalist, addressed the full school assembly. Mills spoke of his experience growing up on the Pine Ridge Indian Reservation in South Dakota. He talked of dreams, of making dreams come true, of his commitment to running, and of the people who had helped him achieve success.

Associate Principal Blades and counselors at West High say the number of reported incidences of discrimination and negative prejudicial behaviors has declined since the week-long event. "The number of referrals are down, markedly down," says Blades. Encouraged by this trend, the West High community has begun to plan the second annual "Celebrating Cultural Diversity" for the fall of 1993.

If you are in the Billings area, stop by West High and talk with students and teachers about their commitment to fostering respect and acceptance. It's an important beginning!

Equity in every culture spells RESPECT

In the fall of 1991, shortly after the Anita Hill-Clarence Thomas Senate Judiciary hearings, administrators of the Arlee Public Schools invited Dr. Nan Stein and Pat Callbeck Harper to visit their schools. Harper is the Office of Public Instruction's gender equity specialist; Stein is the head of the Wellesley Project on Sexual Harassment in Schools. Harper and Stein conducted a sexual harassment overview with the teaching staff and an intensive training with 30 high school students.

What followed has become the focus of national media attention. Some of the students who attended the training session became members of the district's equity team along with parents, teachers, coaches, and students. Two student leaders, Brian Big Sam and Raven Liberty, attended OPI's equity training in Missoula with administrators, teachers, and superintendents of regional districts. They were the first students ever to attend these workshops.

In the months that followed, the high school student leaders trained middle school leaders in sexual harassment prevention. And on February 17, 1993, the middle school trainers conducted sessions with their own elementary student peers. The Nickelodeon Youth Broadcasting Network film crew was there to film this student-to-student prevention program. Active students taking the initiative to stop sexual harassment both in Arlee and at Helena Middle School were featured on a Nickelodeon documentary that aired March 28, 1993.

Montana schools are behind the times in addressing serious issues? NOT!

Project REACH helps Montana teachers address culture, conflict resolution, and respect

"I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible. But I refuse to be flown off my feet by any." (Mahatma Gandhi)

Project REACH, an exemplary curriculum that infuses multicultural content into social studies in middle, elementary, and high schools, has been recognized by the National Diffusion Network.

REACH, which stands for Respecting Ethnic and Cultural Heritage, has been successfully implemented in several school districts in Montana and has produced positive changes in students' attitudes toward cultural and ethnic diversity.

Project REACH relies on four teaching and learning principles:

1) Everybody has a culture.

2) Multicultural education requires a combination of head, heart, and hands.

3) There is a need for multicultural perspectives in education; no perspective is right or wrong.

4) There is a connection between multicultural education and global/international education; events worldwide affect all of us.

Project REACH assists teachers in addressing issues of culture, conflict resolution, and respect in their classrooms in systematic, serious ways. It is designed to be used with teachers, students, staff and parents.

For more information, contact the Equity Division, Office of Public Instruction, State Capitol, Helena, MT 59620 or call Project REACH in Washington state (206-435-8682).

Dealing with sexual harassment in schools

An excellent new program on sexual harassment in schools is now available. This program addresses the full array of issues surrounding sexual harassment. It includes three sets of video tapes and accompanying written materials.

The videos for educators and staff contain information on such things as minimizing legal risk and conducting investigations. There are two upbeat, entertaining, 20-minute videos for students grades 6-12, plus a video (first of its kind) for parents and families. Each set of videos comes with materials such as sample forms, investigation guidelines, instructor manuals, lesson plans, and support material.

The Comprehensive Training System is available at special cost if ordered before April 15. For more information, contact McGrath Systems, 5901 Encina Rd., Suite C-5, Santa Barhara, CA 93117 (805-683-8889).

Finding and preserving cultural identity in Montana

Montanans are acutely aware of the importance of their cultural heritage. But perhaps we don't have as clear an awareness of the relationship between heritage and cultural identity, or the importance of cultural identity to daily life for Montana society.

One can find outstanding examples of struggles for the safekeeping of traditions and values in Montana. Sparked by concern over the deterioration of an early townsite and seat of government, for example, Bannack was made a state park and stabilized for future generations. The Madison Buffalo Jump symbolizes the cultural lifeways of American Indians prior to the coming of the horse.

From the preservation of historic downtown districts to rural communities saving their local pioneer cabin, immigrant church, and homestead-era school, states and communities strive to protect the resources that will inform future generations of their cultural past.

Other community efforts deal with intangible aspects of cultural heritage. Pride in the origins of the Northern Cheyenne people have inspired a project that seeks to recover their traditional design legacy, now mostly held in museums to which the Northern Cheyenne have little access. In Red Lodge, the annual Festival of Nations honors and reinforces a type of grassroots Montana ethnicity.

People use a variety of means to perpetuate a sense of cultural identity.

(Continued on page 16)

China province wants your unused textbooks

Looking for something to do with all those old textbooks stashed in the school basement? Here's a chance to put them to good use. The Chinese province of Guangxi has asked Montana schools to donate unused textbooks to schools in Guangxi. Specifically, Guangxi schools are interested in the following kinds of textbooks: English, American history, classical history, science, literature, and math.

Novels or nonfiction books from the library are also welcome. This could even become a classroom project, with students donating unused books from home.

It will cost school districts nothing to participate in the project. All shipping costs will be paid by Guangxi.

The Montana-Guangxi textbook project is co-sponsored by the Governor's International Affairs Office, School Administrators of Montana, and the Office of Public Instruction. If your district is interested in participating, contact Rosemary Riddock, Office of Public Instruction, State Capitol Helena, MT 59620 (444-5643).

Japanese internship program

Your school has the opportunity to participate in the Japanese School Internship Program, in which cultural ambassadors are placed in elementary and secondary schools for periods of three, six, or nine months. The cultural intern will share Japanese culture with your students in the classroom. The interns, who range in age from 20 to 65, are carefully screened and come from many professions in Japan. They are prepared to conduct lessons in Japanese language, calligraphy, paper folding, flower arrangement, martial arts, kimono dressing, tea ceremony, cooking, and many other traditional and contemporary subjects.

There is no cost to the school. The host school must prepare a school lunch and locate a host family. The intern will pay $200 per month to the host family.

For more information, contact International Internship Programs, 2124 Bancroft Place, NW, Washington, DC 20008 (202-232-0331).

What Montana's accreditation standards say about multicultural education

The Montana School Accreditation Standards include provisions that address multicultural awareness in both student and teacher education.

Rule 10.55.803, Learner Access, states that in developing and implementing processes for assessing the education needs of their students, school boards shall consider ways to:

(b) Take into account individual and cultural diversity and differences among learners. Cultural and language differences should be viewed as valuable and enriching resources.

(c) Nurture an understanding of the values and contributions of Montana's Native Americans and the unique needs and abilities of Native American students and other minority groups.

(d) Provide learning resources that are culturally inclusive and current.

Regarding teacher preparation programs, 10.58.302, General Education (which "refers to studies known as basic skills, multicultural education and liberal arts") prescribes that an institution's program shall encourage discernment in the examination of the values inherent in the variety of American ethnic cultures and in foreign cultures to the end that a clearer understanding of other peoples will reduce local, national, and international tensions. It further states that a sequential general education program shall help the student attain an understanding and appreciation of: (v) contemporary world culture, and (vi) America's pluralistic culture and heritage.

Montana's universities offer courses related to these issues, and the schools of education strive to infuse the value of pluralism throughout the curriculum. A related issue is the decline in numbers of minority teachers in an increasingly larger minority student population. Enrollments of American Indians/Alaskan Natives in the nation's elementary and secondary schools is expected to increase 29 percent between 1985 and 1995. In Montana, while 9.2 percent of the public school student population is American Indian, less than 2 percent of the teaching work force is Indian. Currently, fewer minority teachers are entering the teaching ranks than 10 years ago. In 1980, 12.8 percent of teachers were minority; in 1990, this number had dwindled to 8 percent. It will further decline to 5 percent by the end of the decade if entry rates remain as they are.

University programs aim to recruit and graduate more minority teachers and prepare non-minority teachers to serve a more diverse population.

Board of Public Education task forces

In October of 1991, the Board of Public Education established a task force to study the issue of multicultural education. The task force, which consisted of representatives from local school districts and universities, considered the need for infusion of multicultural education in elementary and secondary classes in Montana schools and teacher preparation programs. The group dealt with the complex issue of how to get beyond surface issues (tacos on Monday and egg rolls on Wednesday) to issues of changing student and teacher attitudes and patterns and confronting inequities in our society.

Eventually, the Multicultural Task Force combined efforts with the Board of Public Education's Gender Equity Task Force, recognizing that females and minorities face similar barriers that are based upon prejudice and stereotyping.

The task forces submitted a proposed state plan for strengthening gender and multicultural equity awareness and compliance in Montana schools. Among the plan's goals and objectives are the following:

- Encourage educators, administrators and community members to increase their awareness of gender and multicultural equity.
- Integrate gender and multicultural equity awareness into training for school district personnel and school board members.
- Increase the number of females and individuals from minority cultures in teaching and administrative positions.
- Infuse gender and multicultural equity throughout the curriculum.
- Providing nontraditional and multicultural role models for students.

It is hoped that the Board of Public Education will consider the plan for adoption this spring. ■

"People Like Us" curriculum teaches that we're more alike than different

The *"People Like Us Disability Awareness* Curriculum for Montana's Students" is now available from the Division of Special Education, Office of Public Instruction. The new curriculum was written by Montana parents and teachers and edited by the staff of Parents Let's Unite for Kids (P.L.U.K.), a parent advocacy group.

People Like Us was designed for use in first, fourth, seventh, and tenth grades. It encourages students to learn more about persons with disabilities and to appreciate the things we have in common as human beings. The curriculum is based on the notion that even though a person with a disability may appear different and is different in some respects, the differences are not significant when compared to all we share in common.

The lessons for each grade level raise important questions such as what kind of people are we, how are we the same, how are we different, in what ways do we depend on each other, and in what ways are we responsible for and to each other.

The curriculum is divided into four units: Curiosity (first grade), Challenge (fourth grade), Cooperation (seventh grade), and Commitment (tenth grade). Each unit theme expands the student's knowledge of disability issues and promotes the student's own growth as a responsible human being. Each unit contains 15 action-oriented lessons, which include disability simulations, children's literature, videos and songs, opportunities to meet adults with disabilities, and chances to apply knowledge through such hands-on activities as an accessibility survey.

In the spring of 1992, OPI selected four school sites to serve as test sites for the Disability Awareness Curriculum. Pilot sites included Belgrade, Moore, Missoula, and Thompson Falls. Teachers in these districts received training and support from P.L.U.K. staff to help them implement the curriculum. After teachers had a chance to try the curriculum, they were asked to evaluate it and make suggestions for revisions, which the P.L.U.K. staff incorporated.

The curriculum is now available for school districts throughout Montana. For more information, contact Linda Beadle, OPI (444-5661). ■

When a student is HIV positive

In my district in Walnut Creek, California, we are conspicuously aware of our need to practice what we preach about preventive health care. We use the state's Healthy Kids curriculum, and all students are versed on avoiding blood-to-blood contact. Teachers take latex gloves to playground duty and keep a pair in their desks. Many staff members have completed Red Cross first aid and CPR training, and our School Advisory Committee has sponsored two HIV/AIDS information nights for the community. None of these important activities would be taking place if not for one young girl and her important news—she is HIV positive.

It was two years ago Joan Milne notified me and several other school officials that her daughter, a third-grader in my elementary school, was HIV positive. The child, Melissa, was thinking about telling her friends—and the public—about her condition.

Though Melissa's mother had known about her daughter's condition for more than four years, Melissa had only just learned about how she had received a tainted transfusion when she was seven days old, before there were safeguards for the blood supply. Melissa saw her classmates' interest and positive sentiments during health lessons on AIDS, and her desire to tell them about her condition grew stronger.

While the district laid the groundwork for sharing this information, we wanted to keep Melissa's news confidential. Obviously, her rights had to be protected, and the health and safety of other children and adults needed to be assured. We also wanted to maintain a positive school climate following her announcement.

We privately alerted the district's governing board and staff at all schools that a child with the AIDS virus was attending a school within the district. Our district already had an HIV/AIDS policy in line with the county health regulations, stating that the virus is not spread through casual contact and that a student with HIV does not put others at risk as long as certain health precautions are followed.

The County Director of Health visited all schools in the district to explain HIV and its implications for staff members. First-aid training stressing health precautions was given at several schools, including mine. And from January through May, staff and students at my school began to be more careful about accidents involving blood, though not to the extent of alarming anyone. We also gave more attention to age-appropriate and approved instruction about HIV/AIDS in health, science, and social studies.

When Melissa finally decided in May to tell everyone about her health, the Walnut Creek School District Governing Board affirmed my school's plan for the situation. We notified the county health department and the local newspaper began a story, to be run after Melissa told her class. Melissa would eventually receive much media attention, but I had set certain rules from the start.

- All interviews at school had to be cleared through me.
- No students were to be interview or televised in the classroom, hallway, or playground. When a television reporter said he could easily go off the school grounds to film, I countered that the station would then receive no further news from us. No film was shot.
- We agreed that a community meeting about Melissa's condition was not open to the press, nor could it be taped. However, reporters were welcome to interview anyone following the meeting.

We informed the staff in my school specifically of Melissa's immune deficiency, and we discussed our feelings and fears—along with our commitment to keep the issue confidential until Melissa spoke to her class. Together, staff members reviewed my draft of a letter to parents and our administrative plan. We also began to re-educate ourselves about HIV/AIDS and prepare for the tough questions ahead. I also spoke privately with a few parent leaders including the parent club president, district nurse, and district health advisor. They and others proved to be influential, positive links to the community. Because we kept them informed, the grapevine worked strongly to our advantage.

On a Friday, Melissa invited her mom and me to be with her teacher and class as she told them about the virus. Her classmates were startled, questioning, concerned, and caring. When Melissa was asked if she was going to die, she said, "No, I am having too much fun." After lots of hugs, Melissa told her friends she was leaving for Washington, D.C., and the First National

(Continued on page 15)

Assessment

The challenge: To build a statewide assessment talent bank of resource people who are available to offer technical assistance to districts

In an ongoing effort to help local school districts develop program and student assessment, the assessment team of the Office of Public Instruction is coordinating efforts statewide. This team consists of specialists from a variety of program areas who are knowledgeable in program and student assessment issues. Technical assistance is available on many topics, including norm-referenced tests, alternative assessments (writing, portfolio, performance, real-world application), focusing on content, critical thinking, attitude, and skills.

OPI assessment team

- June Atkins, Reading Specialist, 444-3664
- Nancy Coopersmith, Accreditation/Curriculum Services Administrator, 444-5541
- Marilyn Craft, Administrative Assistant, 444-2417
- B.J. Granbery, Chapter 1 Specialist, 444-4420
- Jan Hahn, Language Arts Specialist, 444-3714
- Michael Hall, Gifted/Talented Specialist, 444-4422
- Lynn Hinch, Bilingual/National Origins Specialist, 444-3482
- Duane Jackson, Foreign Language Specialist, 444-3129
- Dori Nielson, Education Analyst, 444-3656
- Diana Oldham, Computer/Math Specialist, 444-4436
- Christine Peña, Arts Education Specialist, 444-4442
- Linda Peterson, Basic Education Administrator, 444-3095
- Bob Ruthemeyer, Adult Basic Education Specialist, 444-4434

Assessment talent bank resources

Mary Lou Adams: Central School, 402 N. Warren, Helena, MT 59601. *Home Address:* 2231 6th Ave., Helena, MT 59601. *Available for:* workshops, telephone consultation, written correspondence. *Audience:* administrators, teachers, parents, curriculum coordinators. *Areas of assessment expertise:* authentic, communication arts, performance, portfolio, thinking skills, writing. *Travel:* statewide, regional only.

Roger Johnston, Ed.D.: Lincoln Education Center, 415 N. 30th, Billings, MT 59102. *Home Address:* 535 Ave. L, Billings, MT 59102. *Available for:* workshops, telephone consultation, written correspondence. *Audience:* administrators, teachers, parents, curriculum coordinators. *Areas of assessment expertise:* authentic, criterion-referenced, norm-referenced, performance, program, portfolio. *Travel:* statewide.

Dave Puyear: Golden Triangle Cooperative, P.O. Box 129, Rudyard, MT 59540. *Home Address:* Box 113 Rudyard, MT 59540. *Available for:* workshops, telephone consultation, written correspondence. *Audience:* administrators, teachers, parents, curriculum coordinators. *Areas of assessment expertise:* authentic, communication arts, criterion-referenced testing, early childhood, math, norm-referenced testing, performance, program, portfolio, science, thinking skills. *Travel:* statewide.

Dr. Tim Sullivan: School District #1, 111 N. Montana St., Butte, MT 59701. *Available for:* workshops. *Audience:* administrators, teachers, parents. *Areas of assessment expertise:* math, portfolio. *Travel:* statewide.

Deanna Turley: Golden Triangle Cooperative, P.O. Box 129, Rudyard, MT 59540. *Available for:* workshops, telephone consultations, written correspondence. *Audience:* administrators, teachers, parents, curriculum coordinators. *Areas of assessment expertise:* math, performance, program, portfolio, writing. *Travel:* statewide.

Sallie Bowen Ulsher: Butte High School, 401 S. Wyoming, Butte, MT 59701. *Available for:* workshops. *Audience:* teachers. *Areas of assessment expertise:* art, art history. *Travel:* statewide, regional only as far as Billings.

Wes Hines: Flathead High School, 544 4th Ave. W , Kalispell, MT 59901. *Home Address:* 123 Garland St. , Kalispell, MT 59001. *Available for:* telephone consultations, written correspondence. *Areas of assessment expertise:* art. *Travel:* not available.

Bruce Whitehead, Ed.D.: Hellgate Elementary, 2385 Flynn Lane, Missoula, MT 59801. *Available for:* telephone consultation. *Audience:* administrators, teachers. *Areas of assessment expertise:* communication arts, norm-referenced testing, performance, portfolio, social studies. *Travel:* not available.

Gary Graves: 435 Hastings, Missoula, MT 59801. *Available for:* workshops, telephone consultations, written correspondence. *Audience:* administrators, teachers. *Areas of assessment expertise:* communication arts, performance, portfolio, writing. *Travel:* statewide.

Jerrie Boksich: L.A. Muldown Elementary, 1500 E. 7th St., Whitefish, MT 59937. *Available for:* workshops, telephone consultations. *Audience:* administrators, teachers, parents. *Areas of assessment expertise:* communication arts, performance, portfolio. *Travel:* statewide.

Dr. Louise Bell: Big Sky Educational Consulting, 4299 Spurgin Rd., Missoula, MT 59801. *Available for:* workshops, telephone consultations, written correspondence. *Audience:* administrators, teachers, parents, curriculum coordinators. *Assessment expertise:* early childhood, portfolio, writing and assessment (analytic scoring), whole language. *Travel:* statewide.

Watch for an assessment pull-out section in the May/June issue of Montana Schools.

Dispatches

"Dispatches" are updates by Office of Public Instruction staff. Staff members may be reached at the phone numbers listed or by writing them at the Office of Public Instruction, State Capitol, Helena, MT 59620.

TRAFFIC SAFETY
Curt Hahn, Specialist
444-4432

Traffic education reimbursement
Please submit your traffic education reimbursement forms to OPI's Division of Traffic Education at the completion of each program you conduct. Do not wait until the end of the school year. The deadline for this year's courses is July 10, 1993. Thanks!

Traffic education renewal
If your teaching certificate expires this June, so does your approval to teach traffic education. If you need an application to renew your certificate or need other assistance, call Karen Spranget (444-3126).

1993 advanced driver workshops
If you are interested in earning one semester credit for attending one of this year's advanced driver education workshops, please contact Curt Hahn to make individual arrangements. Our March mailing will include information about dates and times for these and all other traffic education teacher preparation courses. Both Northern and Western Montana College will be offering courses.

Traffic education films & videos
Those of you who want to rent traffic education films and videos that were in the now-closed State Audiovisual Library, please read on. These resources are now available through Western Montana College's Carson Library. The cost of rental is about $3.50 and $6.50 per title, depending on the length of the film or video. You may use your existing catalog to order; the same catalog numbers will be used. OPI's Division of Traffic Education plans to publish a revised catalog of AV materials by May 1993. It will be distributed at the Spring Traffic Education Conference and mailed to all traffic education teachers.

To order films and videos, please contact Mike Schulz, Western Montana College, Carson Library, 710 South Atlantic, Dillon, MT 59725 (toll free at 1-800-WMC-MONT, or 683-7541, or FAX at 683-7493).

If I can be of assistance, please contact me (METNET bulletin board: 1-800-346-8654, phone: 444-4432, or fax: 444-3924).

Nebraska safety center courses
The Nebraska Safety Center at the University of Nebraska at Kearney will be offering a full schedule of traffic education teacher preparation courses during the summer of 1993. If you are interested in a brochure outlining these courses, please contact Sherry Morrow, Nebraska Safety Center, University of Nebraska, Kearney, NE 68849 (308-234-8256). If you have questions about whether the courses apply toward requirements here in Montana, please contact my office or Jason Liles at Northern Montana College.

ADTSEA has new address
The address for the American Driver & Traffic Safety Education Association has been changed to the following: ADTSEA, 517 S. Main St., Berlin, MD 21811 (phone: 410-860-0075, fax: 410-546-8202).

1993 conference/workshop
The 1993 OPI/MTEA State Conference/Workshop will be held April 25-27, 1993, at Fairmont Hot Springs outside of Butte. The theme for this year's conference is "Risks, Protective Factors, Kids, and Driving." Northern Montana College will offer one semester credit. The Office of Public Instruction will offer 15 renewal units. The conference begins at 11:00 a.m. Sunday and concludes at 1:00 p.m. Tuesday. In addition to our regular programming, you will have an opportunity to receive hands-on experience with the METNET bulletin board system. Make your plans and submit your travel request soon. Registration information will be mailed in March 1993. If you don't receive it, please contact me.

EMID could save your life
When an accident happens away from home and the injured must be taken to emergency hospitals in unfamiliar places, and if the victim can't speak and has no identification, the hospital won't be able to deal properly with specific medical problems. The Emergency/Medical I.D. (EMID) offers a reliable and inexpensive solution. The Emergency/Medical I.D. is a small wallet-sized card with a picture and medical information on it—no typing to fade, no etching or expensive engraving, and no life-threatening errors in entering data.

The owner fills out a special application with all personal and medical history. The information is photographed onto a readable data film, which guarantees accuracy. The information film is then placed on a yellow and red card and is laminated in durable plastic. There is also a slot for a current photo. An update sticker on the back allows the card to contain the latest information.

When you apply for an EMID, the application remains on file, and updated or replacement cards are inexpensive. For more information, write EMID, 23 Wensley Rd., Plainview, NY 11803 (516-935-5809).

GEICO offers insurance guide
GEICO recently published a valuable pamphlet to provide needed insurance information to the new, fairly-new, and not-so-new driver. The pamphlet, "There's More to Driving Than Just Sitting Behind the Wheel," is a guide to auto insurance. Copies of the pamphlet are available from GEICO, Communications Department, One GEICO Plaza, Washington, DC 20076.

CCC adapts pamphlet to video
About a year ago, the Car Care Council (CCC) printed a vehicle maintenance brochure, "Under the Hood & Around the Car." You were all sent a copy via one of OPI's mailings. The Car Care Council has now developed a video that's based on the brochure. It runs about 30 minutes; ADTSEA has a limited number available for $12.95 per copy. To obtain a copy, write to ADTSEA, 517 S. Main St., Berlin, MD 21811.

METNET
The METNET (Montana Educational Telecommunications Network) BBS is an electronic bulletin board available to you toll free. If you would like to receive current traffic education news, driving tips, and much more in a more timely and efficient format than surface mail allows, then get yourself a "handle" and start reading the "traffic education curriculum area" messages and files on METNET. You should check into the METNET traffic education area at least weekly to keep up with the latest information. Call 1-800-346-8654 or use one of the local METNET calling areas. If you need assistance using METNET, call OPI's Betsy Nordell at 444-1626.

Video offer
A 14-minute videotape, "Sober Thoughts on Drinking and Driving," is available for sale or loan from the Insurance Institute for Highway Safety. The video describes the development of more responsible American attitudes toward the use of alcohol in relation to driving. Cost is $25 for 1/2" or 3/4" format. Contact the IIHS at 1005 N. Glebe Rd., Arlington, VA 22201-9745 (703-247-1500).

BICYCLE/PEDESTRIAN SAFETY
Mary Cheryl Larango, Specialist
444-0516

Myths/facts about bicycle safety
Bicycles have never been more popular. More than 111 million bikes are now in use in the United States. Unfortunately, the number of cyclist deaths and injuries has increased by 27 percent in the last 10 years. Many of these are the result of cyclist misperceptions.

MYTH: "Bike helmets aren't necessary. I didn't wear one as a kid. I don't understand why my kid needs one."

FACT: Times have changed. There are more cars on the road and speed limits are higher. Every day in America, one child is killed and 1,000 are seriously injured in bike collisions. Seventy-five percent of all bike-related deaths involve head injuries. Wearing an approved bike helmet could prevent three out of four of these deaths and serious head injuries. There's no question about it—a helmet could save a child's life.

MYTH: "Bikes are toys."

FACT: Bicycles are considered vehicles and must follow the same laws and rules of the road as motor vehicles. That means bicyclists in traffic must 1) obey signs, signals, and pavement markings; and 2) ride with the flow of traffic—on the right.

MYTH: "In a collision with a motor vehicle, the motorist is more likely to be at fault than the bicyclist."

FACT: The majority of collisions, whether or not they involve motor vehicles, are caused by cyclist error. Poor cyclist judgement and riding skills cause most bike collisions and crashes, not roadway surface defects, bike defects, or motorist errors. Faulty judgement on the part of the cyclist is a result of inadequate training in bike handling and the rules of the road.

Middle school bicycle skills
A 15-hour bicycle skills course will be tested in Missoula this spring. Nick Baker will be the instructor. As with all traffic education programs, teacher involvement is a critical element. Thanks are due to the following persons for their work on this project: Barb Lacko, Jeff Crews, Rich Michelotto, Roger DiBrito, Renee Herbst, Karen Marks, and Nick Baker.

TIPs—Teens in Partnership camps and bicycles
Plans call for the bicycle safety trailer to be used at the three TIP camps sponsored by the Center for Adolescent Development (CAD). Introducing bicycle skills training into the camp structure will provide opportunities for youth to have fun as well as gain self-esteem. For camp information, contact CAD at 1-800-541-5577.

Montana Prevention Caucus
I have been working with the Montana Prevention Caucus, a group that promotes coordination of statewide resources to support healthy and safe communities and people. It has been working to

raise legislative and state government awareness of prevention issues, including unintentional injury. Some prevention issues include AIDS, alcohol and other drug abuse, child abuse, crime, chronic disease, delinquency, family violence, health, poverty, safety, sexual assault, and teen pregnancy.

Bicycle safety trailer
A bicycle trailer, 14 child-sized bicycles, and six adult-sized mountain bicycles were purchased through funding provided by the Highway Traffic Safety Division through a National Highway Traffic Safety Administration grant. Thirty helmets were donated by Giro Helmets through Chalet Sports in Bozeman. The trailer was used in fall teacher training sessions. It is scheduled to be used again for teacher training this spring and will go to the Eastern Montana regional trainers for the remainder of the school year.

Manual
A manual will be available soon with strategies for getting bicycle equipment for your community. Helmets are essential and bicycles are important in facilitating bicycle training programs for grades 3-5. When equipment is provided, time can be spent on skills training instead of adjusting students' equipment. Students don't have to take valuable training time to unlock their bikes from bike racks and bring them to the training area. School-owned helmets are efficient, because they can be adjusted correctly once and then used in other lessons.

For more information, please contact me.

NATIONAL DIFFUSION NETWORK (NDN)
Patricia B. Johnson, Specialist
444-2736

National Diffusion Network (NDN) educational programs work because they are research-based, proven, cost-effective and transferable. Validated by the U.S. Department of Education, they encompass preschool through adult education in most study areas. Call me at the above number for more details on these special opportunities for Montana educators:

Physics/physical science teachers
A summer course in PRISMS (Physics Resources and Instructional Strategies for Motivating Students) will be offered at the University of Montana June 14-18.

Environmental science teachers
A six-day workshop in Investigating Environmental Issues and Actions is being planned for this summer in Montana. This course, which is used worldwide, teaches students to evaluate both the scientific and the social aspects of environmental issues in their own communities. Call me for dates and details, which will be finalized by the time you read this.

Life science teachers
Thirty-five life science teachers, grades 7-10, are invited to visit the Bronx Zoo, August 2-7, for a training session in Project WIZE, Survival Strategies. This program improves understanding of concepts related to ecology, wildlife conservation, and species survival. A grant from the National Science Foundation will pay most of the costs of training. Teachers are expected to return to Montana to train others to use Survival Strategies. Applications are due by April 15, 1993.

Summer training workshops in Jeffco Middle School Life Science will be held in Golden, Colorado, June 14-18 and July 5-9, 1993.

Grade 4-6 teachers
Twenty-eight teachers, grades 4-6, will be selected from across the U.S. to participate in an 11-day summer institute at the International Wildlife Conservation Park/Bronx Zoo. Habitat Ecology Learning Program runs July 11-24 with all-day sessions. Life science and environmental studies will be emphasized. A grant from the National Science Foundation will pay most of the costs of training.

Participating teachers will be expected to teach three habitat units to their students during the subsequent school year. Each unit will take about four to six weeks. In addition, teachers will be expected to conduct three field lessons and to train other teachers to use the materials.

Staff development coordinators
If you need assistance in designing and evaluating inservice training for your staff, this workshop is for you. Training in the Teaching Research Inservice Model (TRIM) is scheduled for May 13 and 14, June 17 and 18, and July 8 and 9, at Monmouth, Oregon.

Superintendents, curriculum coordinators, principals
A summer institute for the NON-MATHEMATICS SPECIALIST—for supervisors and administrators at all levels—is scheduled for July 18-21 in the scenic mountains of West Virginia. SAGE-M: Supervisor's Academy for Generating Excellence in Mathematics will focus on the impact of the National Council of Mathematics Standards, the need to restructure school mathematics programs to incorporate new content, new strategies for teaching and learning, and alternative assessment. A team of nationally known specialists in areas such as cooperative learning and assessment will show how to connect whole math to whole language for a consistent, coherent curriculum.

This intensive three-day retreat is sponsored by the developers of NDN's SITE: Successful Inservice through Turnkey Education, a mathematics inservice program for the development of higher-level thinking skills in grades 2-6 through the use of manipulative materials. The conference is planned in response to nationwide requests and is limited to 50 participants.

Curriculum directors
One copy of the catalog of NDN programs is available from me for the person in each district responsible for curriculum.

Program highlight
Graduation, Reality, and Dual-Role Skills (GRADS) is a program to keep pregnant and parenting teens in school (grades 7-12). It encourages good health care practices and helps young people set occupational goals. Representatives of four Montana school districts recently attended training sessions in Wyoming and were pleased with the course. Future training sessions are upcoming.

For application forms or more information, please call me at the above number.

Upcoming NDN training
PRISMS Physics:
June 14-18—Missoula, UM
Project Success, Part I:
June 14-16—Billings, EMC
June 24-26—Great Falls or Havre, NMC
June 30, July 1,2—Dillon, WMC
July 5-7—Kalispell, UM
August 8-10—Missoula, UM
Project Success, Part II:
June 16-18—Billings, EMC
July 7-9—Kalispell, UM
July 14-16—Dillon, WMC
August 11-13—Missoula, UM
Project Success Conference:
June 21-23, Billings, EMC
Talents Unlimited, Part I:
June 14-16—Missoula, UM
July 8-10—Havre, NMC
June 28-30—EMC
Talents Unlimited, Part II:
July 7-9—Havre, NMC
Talents Unlimited, Update:
July 15-17—Havre, NMC
Project CRISS:
Summer—Havre, NMC

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KUDOS!

Congratulations to the following Montana educators and students!

Rainbow connection
Trout Creek Elementary School has received a grant from Washington Water Power Company and Pacific Gas Transmission Company for the school's innovative project, "Monday's Rainbow Connection." The project will increase children's access to books during summer months to help students retain reading skills during the summer vacation period.

We the people
Bob Hislop and his government class at Polson High School are state finalists in the "We the People" Program, a program that teaches students about the Constitution and the Bill of Rights. They will compete in the National Hearings in Washington, D.C., April 30-May 4, 1993.

Blue Ribbon schools
Havre Middle School has been honored nationally as a Blue Ribbon School, following a site visitation last year. Bozeman High School has been selected on the national level for a site visitation in the Blue Ribbon School competition, secondary level.

America's Best Schools
Garfield Elementary School in Billings and Saco Elementary in Saco have been recognized by REDBOOK magazine as two of America's best elementary schools. Garfield is one of 51 schools to be honored in the contest's Best of States Division. Saco is one of six schools nationally to be honored for implementing creative and successful curriculum projects to better teach their students.

Bilingual award
The National Association for Bilingual Education has chosen Bounthavy Kiatoukaysy of Missoula as the national bilingual instructional assistant of the year. The recognition earns her a $2,500 scholarship. See article on page 5.

Science Olympiad
Bozeman High School inched ahead of Valier High School in an agonizingly close competition at the state Science Olympiad in November. Bozeman High School will compete at the national Science Olympiad in Colorado in May.

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CHAPTER 2
Kathleen Mollohan, Specialist
444-4317

Chapter 2 report available
The annual report to the U.S. Department of Education on Montana's use of ESEA Chapter 2 funds is available. This report summarizes Chapter 2 activities statewide during the 1991-92 school year. Copies can be obtained from your county superintendent or by contacting me.

Future of Chapter 2 funding
The estimated total Chapter 2 appropriation for Montana for the 1993-94 school year is $2,160,854, of which 80 percent is distributed to districts. This year's appropriation was $2,232,874, so the decrease is slight. The actual amount available to each district will depend upon the final grant award figure and the amount of unused funds from this year (carryover).

The 1993-94 school year is the last year of funding under the current law. All of the federal Elementary and Secondary Education Act (ESEA) is up for reauthorization. Congress is looking at testimony from individuals and organizations as it drafts the reauthorization bills. The Council of Chief State School Officers, the National Governor's Association, and the National School Boards Association are among the many groups involved in the preparation of detailed alternate plans.

The U.S. House has already drafted a skeleton bill (HR 6) but is still considering testimony before submitting the bill in final form. The drafters of this bill see Chapter 2 as the logical program upon which to base school restructuring. Drafting of the Senate version of the reauthorization bill is on hold pending an announcement of proposals by the Secretary of Education and President Clinton. Both reauthorization versions will be tied to the major education reform bills, Senate Bill 2 and a House version currently being rewritten.

Because it is the only ESEA program not currently targeted to a specific population, Chapter 2 stands a good chance of being retained, and possibly strengthened, in order to become the restructuring "framework."

When ESEA is reauthorized, look for these major changes:

- coordinated federal support and consolidation of programs;
- decreased federal regulations;
- linking schools with social services at the school site; and
- school system reform.

Reauthorization may not be in effect in time for the 1994-95 school year, in which case Chapter 2 would probably continue for an additional year under a continuing resolution.

Program reminders
Our recent federal audit report recommended that OPI remind districts of their fiscal and administrative responsibilities in providing services to participating nonpublic schools. In maintaining control over property purchased for the use of nonpublic school children, the district must be the purchaser and receiver of all materials; materials can't be shipped directly from the supplier to the nonpublic school. Since the materials are the property of the district, they must be delivered to the district for inventory and labeling before they are "loaned" to the nonpublic schools. See the Chapter 2 handbook, non-regulatory guidelines (Appendix IV) for a full discussion of this issue.

We are investigating the feasibility of allowing each locality to designate either the elementary or high school district as the prime recipient for Chapter 2 funds. This would allow each district to submit a single application form. If you have strong feelings for or against this proposal, please contact me.

For more information, please contact me between 8:00 a.m. and noon on weekdays.

MATHEMATICS
Diana Oldham, Specialist
444-4436

Primary Connections: A Conference for K-3 Teachers of Science and Mathematics
The Montana Council for Teachers of Mathematics (MCTM) and OPI are collaborating on a mathematics and science conference for primary teachers. The featured speaker is Lynn Maroney. She will use story telling to inspire teachers to explore science and teaching styles. In addition, five excellent presenters from Montana will use various themes to make curricular connections in both mathematics and science.

Primary Connections will be held in Great Falls on April 15-17, 1993. For more information please contact me.

Inservice guide
There was an excellent response to the call for entries in the inservice guide for mathematics. At present, the guide is being prepared for printing. Copies will be available later this spring. To have your name added to the mailing list, please contact me. Thank you for all of the quality entries.

Curriculum project
The MCTM is working in conjunction with OPI to produce a tool kit for developing curriculum in line with the current accreditation standards. Committees have been formed, and rough drafts are beginning to emerge. If you are interested in reviewing draft documents, please contact me. Your input is most welcome!

Mathematics Awareness Week April 25-May 1, 1993

Theme: Mathematics and Manufacturing
Watch for public service announcements throughout the month of April that focus on the future of mathematics education. (Sponsored by the SIMMS Project—Systemic Initiative for Montana Mathematics and Science.)

Computer science endorsement
There seems to be some confusion as to what courses will require a computer science endorsement in 1996. Only courses that are focused on the computer as an instrument (for example, computer science and programming) will require specific endorsement. Courses focusing on software applications (such as word processing, data bases, and computer-assisted drafting) will not require the computer science endorsement. If you have questions, please contact me at OPI or Rick Edelen at 443-1288.

LANGUAGE ARTS
Jan Hahn, Specialist
444-3714

Assessment guides available
An assessment package consisting of two appendices to the Communication Arts Curriculum Model, one concentrating on program assessment and one on student assessment, is now available.

The first appendix, "Program Assessment," is a 13-page workbook which may be used 1) to guide a district in the development of its own curricula, 2) as a tool to systematically analyze curricula being considered for adoption, and 3) to assess the existing communication arts curriculum for strengths and weaknesses.

The workbook has scoring sheets with four to 11 criteria for assessing the curriculum's goals, content, skills, teaching strategies, learning experiences, materials, assessment, and equity issues. Each category is scored on a scale of zero to four. This provides a simple method for assessing the communication arts program and is based upon the Program Area Standards in the Montana Accreditation Standards.

The second appendix, "Student Assessment," contains principles of the assessment of reading, writing, speaking and listening, literature, media, thinking, English and second language. It also contains several specific assessment tools for each of those areas. Among the 50 assessment tools included in this document are checklists, rubrics for writing assessments, literature/discussion assessment grids, portfolio guides, and a number of record-keeping sheets.

Schools can copy the loose-leaf pages of these appendices or modify them to meet their specific needs. As districts begin exploring the possibilities of converting to a portfolio assessment system, tools such as those found in these documents should prove to be valuable. If your school would like to receive a copy of the Communication Arts Assessment Appendices, please call me, June Atkins, or Duane Jackson.

American Indian literature
Plan now to attend Literary Encounters: Native American Literatures and Cultures, June 24-26, 1993, at the Conference Center at Montana State University. The Montana Association of Teachers of English Language Arts and the Montana Association of Bilingual Educators are joining together to bring teachers an exciting program that includes many Montana authors and authorities on American Indian literature and cultures, as well as nationally known authors Joseph Bruchac, Mick Fedullo, and Luci Topahonso.

A conference fee of only $65 will include three meals and all speakers, plus entertainment. Rooms will be available to conference-goers for $10/double or $14/single. Call me for registration forms.

In addition, MSU will host a two-week summer institute called Classroom Encounters: Teaching Native American Literatures and Cultures, June 14-24, 1993. Author James Welch will be a featured speaker. Institute participants will give their final presentations as a portion of the Literary Encounters conference on June 25. Contact Bruce Goebel, Department of English, Montana State University, Bozeman, MT 59717-0024 for applications.

You may also contact me for more information about the conference and institute.

DEAF/BLIND EDUCATION
Fransisco Roman, Specialist
444-4426

My name is Francisco J. Roman. I am the new Deaf-Blind Specialist for the Office of Public Instruction.

My preparation includes a bachelor's degree in elementary education with a minor in special education. I also have a master's degree in special education with a major in severe disabilities and a

minor in hearing impairments.

My working experience consists of seven years as a special education teacher, with three years as a teacher for the mentally disabled and four years as a teacher for the deaf-blind.

All my education and working experience was obtained in Puerto Rico, my homeland.

My work as OPI's Deaf-Blind Specialist takes me to every school around Montana that has a deaf-blind student. I provide technical assistance to teachers, parents, and other related personnel on working with deaf-blind students.

I also receive inquiries related to other multi-handicapped students. If I determine that I can help with a specific student, a visit is arranged and technical assistance provided.

If you have any questions or are interested in receiving my services, feel free to call me at the phone number above.

READING
June Atkins, Specialist
444-3664

Summer reading program
Summer is a time for fun, a time to run, jump, play, and READ. Help support the 1993 statewide reading project, "Many Faces, Many Stories," a multicultural theme. The project, coordinated by the Office of Public Instruction and the Montana State Library in sponsorship with the Montana State Reading Council and the Montana Association of Elementary and Middle School Principals, was designed as a year-long project for public and school libraries. The program provides packets of materials to public and school libraries. Librarians will receive a manual of reading and communication activities for children of all ages and their parents.

The 1993 reading project expands the summer library reading program to reach a larger audience by providing opportunities for family involvement in reading activities. Public libraries will continue to offer family reading programs. In addition, a manual of materials will be made available to school district librarians so activities can be extended throughout the school year.

One component of the program will be a calendar of reading activities for students. A master copy of these calendars will be sent to each school building principal. It should arrive at your school by April 30. School librarians are encouraged to contact local public librarians to coordinate activities.

"Many Faces, Many Stories" packets provide a springboard of ideas for teachers, librarians, and parents to launch children on an exciting voyage of learning. The project highlights the need to understand where we have been as a people and where we may yet journey as a multiculturally diverse nation.

Please join the 1993 statewide reading project. Help encourage children and their parents to make reading a family value and a lifelong habit. It is exciting to be involved in a project that connects public libraries, schools, and organizations in encouraging family literacy.

Upcoming conferences
IRA Conference: San Antonio, Texas, April 26-30, 1993

21st Plains Regional Conference: September 30-October 2, 1993, Sioux Falls, South Dakota—contact June Atkins, 444-3664

Montana State Reading Conference: October 21-22, 1993, Billings Plaza Holiday Inn, Billings—contact Ron Scherry, 967-2540 or June Atkins, 444-3664

Regional conference: Reno, Nevada, February 24-26, 1994—contact Donald Bear, 1025 Sumac, Reno, Nevada 89509

IRA Conference: Toronto, Ontario, Canada, May 8-12, 1994

ARTS EDUCATION
Christine Peña, Specialist
444-4442

As we move into a new season, it is important to take time to assess what we have accomplished and where we are going. I have been busy acclimating to the weather and familiarizing myself with the many outstanding arts programs in schools throughout Montana. It is no secret that Montana has a strong commitment to the arts. This commitment directs our efforts to strengthen the role of the arts in every school for every child throughout the state. Many of you have sent me your district arts education plans and have consulted with me on subjects ranging from assessment to curriculum design. Keep in mind that the national standards draft is available and is a valuable resource for curriculum development along with our visual art curriculum guide. In addition, OPI has student and program assessment guides. Please take advantage of these resources and those of this office in developing and enriching the curriculum for every child.

Update: Model schools
The model schools project is sponsored by the Montana Arts Council in partnership with the Office of Public Instruction. The three schools that were selected are developing plans for model arts programs. These sites are diverse in their levels of arts education, funding, student population served, and location. Julie Smith and I have been in contact with each school and have visited Hawthorne Elementary School in Bozeman and Roy Elementary School in Roy. This spring we will visit Douglas Gold School in Browning. Each school is an exemplary model for how to restructure a school's arts program. For more information, please contact me or the schools directly.

National meetings
The National Council of State Arts Education Consultants met in San Francisco on February 3. The meeting focused on what we have accomplished in one year, what's happening at the national level, 1996 NAEP Arts Education Assessment, and legislative updates.

This past year, a report called "Summary of State Arts Education Frameworks" was published. This small work reflects a big idea: that the content found in most dance, drama/theatre, and visual art curricula in K-12 education across the country is more alike than it is different, and that the United States probably does, to a great degree, have a "de facto" national curriculum based upon substantial agreement about the content of arts education.

This summary is the first report published by any curricular area; it was presented at the National Assessment Hearing held in San Francisco on February 4.

The "Summary of the State Arts Education Frameworks" can be used in a variety of ways. It can be discussed and debated as we consider national standards for arts education. It can provide a foundation for developing local curriculum and instruction. It also presents a common structure for learner outcomes that may be useful as we consider ways to measure student achievement.

An update was given on the status of the National Standards for Education in the Arts. In short, the development of world-class standards in the arts is the centerpiece of the seven-component America 2000 Arts Partnership announced by former Education Secretary Lamar Alexander on March 19, 1992. The purpose of the standards is to halt the marginalization of the arts in American education and to restore a place for the arts among the basic disciplines in the K-12 curriculum.

These voluntary standards will describe the knowledge, skills, and understanding that all students should acquire in the arts, providing a basis for developing curricula. Our role as educators is vital if we are to succeed in reaching our goal of arts education for all children.

Getty conference
On February 4, people in the arts, education, and technology fields met for three days in San Francisco to participate in a national conference titled "Achieving National Education Reform: Arts Education As Catalyst." During the conference, we explored traditional and non-traditional approaches to education, the impact of our diverse cultures on education and the promise that diversity offers to learning, new methods of student achievement, innovative ways of providing access and equity in education, the relationship between the language of the arts and the language of today's technologies, and the power of interdisciplinary approaches to make learning more natural and to move it beyond the confines of special interests toward the achievement of greater educational objectives.

The conference reinforced our commitment to learning in and through the arts as a means of enabling us to meet the unique challenges facing education as we rapidly approach the 21st century.

Arts education events
Spring All-Arts Event: April 25-27, Helena—contact Julie Smith (444-6430), or me.

Summer Visual Art Education Institute: June 20-27, Missoula—contact Julie Smith or me.

Hells Gate Interdisciplinary Art Education Program: June 20-27, University of Montana, Missoula—contact James D. Kriley, Dean, School of Fine Arts (243-4970).

PUPIL TRANSPORTATION
David Huff, Specialist
444-4396

Date correction
I mistakenly gave the wrong dates for the Montana Association for Pupil Transportation summer conference in the last issue of *Montana Schools*. The correct dates are June 23, 24, and 25, 1993. The conference will be held in Helena at the Colonial Inn.

In addition to the popular Montana school bus rodeo competition, where drivers pit their skills against each other, the conference offers a variety of workshops for the transportation administrator, supervisor, mechanic, contractor, driver, and anyone involved in school bus transportation. There will also be a special emphasis on developing safety training programs for grade school bus riders.

When you consider all the opportunities for training and skill sharing, the MAPT summer conference is one of the best and least expensive opportunities for transportation staff development available to most districts and school bus contractors. Plan to attend this year.

Transportation mailing
In early March, I mailed a comprehensive update on pupil transportation developments in Montana and nationally. If you

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did not receive this important mailing, you may receive a copy by calling Jamie Dziak (444-0293). Ask for the February 22 pupil transportation update memo.

Buster & Barney
Buster and Barney are child-sized robotic buses that are used to train children in school bus safety. The state of Montana owns two of these robots, which are available for use in schools. Use of the robots requires a minimum level of training and practice. In order to expand use of the robots, OPI is scheduling six free training sessions in schools around the state. Contact Jamie at 444-0293 for a location and time near you.

Scheduling of the robots for use in your district must be done through Ginger Zanto (265-9032) for eastern Montana, and Matt Schultz (363-6177) for western Montana. Highway 89 marks the approximate division between eastern and western Montana.

Drug/alcohol testing consortium
The U.S. Department of Transportation recently published its proposed rules for mandatory drug and alcohol testing for all school bus drivers and mechanics. In order to facilitate this rather cumbersome program, the Montana Association for Pupil Transportation is putting together a consortium to provide all training, services, policies, and most administrative duties for implementing and maintaining compliance with the program when it becomes mandatory. The consortium will also allow cost savings by pooling the services.

The implementation date for districts with 50 or more employees will probably be early 1994; for districts with 49 employees or fewer, early 1995.

SCHOOL FOOD SERVICES
Mary McAulay, Specialist
444-4413

Nutrition education video series
The Division of School Food Services at the Office of Public Instruction, in cooperation with the Montana State University Extension Service, has recently produced a nutrition education video series.

The video "Healthy Eating Choices: Dietary Guidelines for Children" is designed to help teachers incorporate nutrition education information into K-6 health enhancement or other elementary curricula. Topics explored in this video include current concerns about children's diets, application of dietary guidelines to children, and explanations of available educational resource materials that can teach nutrition effectively. Home economics teachers, parents, and school food service personnel may also benefit from the information. Time: one hour.

The video "Exploring Food Variety in Kidspeak" explores how the dietary guideline to "eat a variety of foods" applies to children in grades K-6. Why is variety important in the diet of children? How can children be encouraged to eat a variety of foods? How can teachers work effectively with school food service personnel and parents to help children understand dietary guidelines? These questions are all addressed in the video. Time: one hour.

To borrow a copy of either video, contact your local county extension office or call OPI at 444-4412 or 444-2501.

SOCIAL STUDIES
Linda Peterson, Specialist
444-5726

National standards projects
National standards-setting projects are underway in history, geography, civics/government, and social studies. These national projects aim to clarify the standards regarding what students need to know and be able to do. They include scholars, classroom teachers, and professional organization representatives.

The History Standards Project is led by the National Center for History in the Schools at the University of California at Los Angeles. Funds for this project have been provided by the U.S. Department of Education and the National Endowment for the Humanities. The core group of this project is a 27-member history standards panel; the National Council for History Standards. A history standards task force, made up of 30 elementary and secondary history teachers, has been working on this project according to guidelines set by the National Council for History Standards.

The Geography Education Project is coordinated by the National Council for Geographic Education at Indiana University in Pennsylvania. This project is funded by the U.S. Department of Education, the National Endowment for the Humanities, and the National Geographic Society. The core group of the project is a 22-member Oversight Committee.

The National Standards on Civics Project is led by the Center for Civic Education at Calabasas, California. Funding for the project has been provided by the U.S. Department of Education and the Pew Charitable Trusts. The National Council for the Social Studies will assist in project development and dissemination. The core group is the National Advisory Committee.

The National Council for the Social Studies has established a Task Force for Social Studies Standards. The NCSS Task Force consists of an 11-member board that has been charged by the NCSS Board of Directors with developing standards that reflect the integration of social studies. Funds for the project have been provided by the National Council for the Social Studies.

Each of these national projects would be improved by the participation of Montana teachers. If you would like more information about these projects, or want to know how to get involved, please contact me.

Plan now for Great Falls
A major concern of social studies teachers at all grade levels, as expressed to me, is the lack of material and resources available to teach students about Montana's history, geography, and people. In fact, one of the most frequent requests I get from the field is a request for direction and resource material on teaching about Montana. The Montana Council for the Social Studies Board of Directors determined this topic was so important that action was necessary. Therefore, the 1993 Montana Council for the Social Studies fall conference theme is "Montana, Past, Present, and Future." The conference will be held in Great Falls, October 21- 22, 1993. Social studies teachers will be given an opportunity to identify the problem, come to terms with a variety of solutions, and recommend solutions to the board of directors and to me.

If you are interested in presenting at the conference on a Montana-related topic or on any other social studies topic, please contact me at 444-5726 or Sandra Oldendorf at Western Montana College, 683-7011. Time is of the essence. The deadline for applications to present sectionals is April 9, 1993.

American Indians/politics
The University of Montana, in conjunction with the Robert A. Taft Institute of Government, is providing an exciting opportunity to examine "American Indians and American Politics" during a three-credit graduate seminar, June 14-June 25, 1993.

The purpose of the 1993 Taft Seminar for Teachers is to explore with scholars and practicing politicians the dynamics of the American political system and its relationship to the contemporary issues of Indian self-government and self-determination.

Twenty-five participants will be chosen from applications received from elementary and secondary social studies teachers, administrators, and librarians. Fellowships will cover fee waivers, housing, meals, and texts.

Information and applications can be obtained from Dr. Jean Luckowski, School of Education, University of Montana, Missoula, MT 59812 (243-5054). The application deadline is April 30, 1992.

Scholar in the Schools program
The Montana Committee for the Humanities is seeking applications from qualified scholars and teachers for its "Scholar in the Schools" program, which places a humanities scholar in residence at a middle school or high school in rural Montana for academic year 1993-94. The scholar will work with teachers and students at the school as a curriculum consultant; lecturer; inservice provider; and as a coordinator for special activities such as field trips, film festivals, and student projects. Applicants should be knowledgeable and energetic advocates of the humanities with previous experience with middle or high school students or teachers. The scholar's residency will involve about two days per week for academic year 1993-94. Stipend for the scholar will be $5,000 plus $3,500 for travel and per diem.

Deadline for applications is April 13, 1993. Application guidelines are available from Montana Committee for the Humanities, P.O. Box 8036, Missoula, MT 59807 (243-6022).

Classics in the Classroom
The Montana Committee for the Humanities plans to sponsor a weekend institute for elementary and middle school teachers, "Classics in the Classroom." The institute will focus on strategies for incorporating children's literature in an elementary or middle school reading program, current research on teaching reading, evaluation methods, and more. Contact the institute leader, Yvonne Sundberg, to arrange for a mutually agreeable date and location. She will mail you an application form. Schools must provide matching funds for the institute. Renewal units are available. Contact Yvonne at 2745 Moulton, Butte, MT 59701 (723-6439).

CHAPTER 1
Joan Morris, Specialist
444-3083

Fall conference
The annual statewide ESEA Chapter 1 fall conference will be held at the Billings Plaza Holiday Inn, September 29-October 1, 1993. The conference will bring together over 700 Chapter 1 teachers, tutors, coordinators, administrators, and parents. Chapter 1 services include supplemental reading, math, and language arts instruction and are a vital component in the education of many "at risk" elementary and high school students.

You are invited to participate as a presenter in this conference. For further information and proposal forms, contact the Chapter 1 office at 444-5660. The deadline for submitting a proposal is May 1, 1993. We look forward to your participation.

Beyond the quincentenary

(Continued from page 4)

cultural education are downright distrustful, thinking it threatens to fragment American culture into separate ethnic enclaves.

But fragmentation is far from what proponents of multicultural education seek. Rather, they seek to bring harmony among the diverse factions of U.S. culture by teaching citizens to understand and respect diversity. While the traditional view in this nation has been that European culture is the norm and everything else is "ethnic," multicultural education holds that we are all "ethnics" and that no one ethnic group should dominate another. We're all riders on this earth together.

As with many educational trends, local schools and communities must, to a large extent, define for themselves what multicultural education means. The following, gleaned from a variety of educators and researchers, may help by describing a hypothetical multicultural school.

In the multicultural school. . .

- Teachers, administrators, guidance counselors, and other staff have high expectations and positive attitudes toward all students, regardless of race, gender, religion, culture, or disability. All students are encouraged to achieve to their highest potential.
- All groups respect, value, and learn from one another.
- The curriculum reflects the experiences, cultures, and perspectives of a range of cultural groups, including both genders. Curriculum examines the impact of various cultures on the U.S. and describes differences among cultures without judging them.
- The school environment is free of prejudice and racism.
- Students and staff learn to understand the causes of discrimination, oppression, bias, stereotype, and prejudice and are given tools for dealing with these issues in school, work, and society.
- Multicultural education is viewed as a long-term *process*, not a one-time fix. It's not just a superficial glimpse of other cultures.
- Teaching styles match the learning styles of students. This includes instruction in all of the multiple learning styles as well as in languages.
- School staff show respect for students' first languages and dialects.
- The school effectively involves all parents.

Not a panacea, but a step in the right direction

Multicultural education—however you define it—is probably not a panacea for all educational and social problems. However, it does offer significant potential for making sure all students—regardless of race, religion, gender, culture, or disability—have an opportunity to succeed in school and in life.

Maria-Paz Beltran Avery says this about multiculturalism:

"Our world has changed. We are living in a global world, in a pluralistic society. The challenge is not in restoring the social order to 'how things were' or to battling out whose perspective is better, but to co-enacting a new social order in which the building stones are authentic interpersonal, intercultural encounters." This new social order, Avery says, needs to go beyond mere tolerance to a transformation that engages the richness of our diversity in creating "new solutions to the problems of life." ("Reflections on the Intercultural Encounter," Women's Educational Equity Act Publishing Center *Digest*, February 1992)

Henry Louis Gates says, "Ours is a society that simply won't survive without the values of tolerance: and cultural tolerance comes to nothing without cultural understanding. The challenge facing America in the next century will be the shaping, at long last, of a truly common public culture, one responsive to the long-silenced cultures of color. For if we relinquish the ideal of America as a plural nation, we abandon the very experiment that America represents. And that, surely, is too great a price to pay." ■

When a student is HIV positive

(Continued from page 9)

Children with HIV/AIDS Awareness Day.

That afternoon, all students took home a sealed envelope containing my letter, which explained our concerns and offered assurances for Melissa and everyone at school. The letter also related the district and county policy on HIV/AIDS and detailed how Melissa contracted her infection. Parents were invited to an information meeting about HIV/AIDS the next week. To emphasize the importance of the letter, students wrote their parents' names and "IMPORTANT" on the envelope.

At the information meeting, a full house heard from district and county officials and medical personnel, including Melissa's own doctor. At the meeting, we pledged to develop a list of tips for a healthy school, which we circulated in September.

Melissa didn't return to school after her announcement because it came so close to the end of the school year and she was at the national conference. Though everything went smoothly throughout Melissa's announcement, her mother was wary about protesters at Melissa's first day back in the fall. I assured her there had been no evidence of that, and, in fact, Melissa began fourth grade without incident. She's now a strong, contented young girl enrolled in fifth grade.

In the end, it was better that we knew of Melissa's infection. At least 200 children in our San Francisco area communities are infected with HIV, but since 1987, Melissa is the only student who has gone public with her story.

I attribute our success with Melissa's announcement to our community's enlightenment and education; good sense and trust prevailed. Though we had no script to follow, we were able to gather our resources, communicate positively, and remain constant in our purpose to safeguard Melissa and others in the school. Whatever specific circumstances other administrators face, those actions can remain the same. ■

—Author Paul Sheckler is principal at Indian Valley School, Walnut Creek, CA.
Article reprinted with permission from *Educational Leadership*, Dec. '92/Jan. '93.

10 ways to analyze books for racism and sexism

(Continued from page 6)

contrast unfavorably with the unstated norm of white middle-class suburbia? If the minority group is depicted as "different," are negative value judgments implied? Are minorities depicted exclusively in ghettos, barrios, or migrant camps? If the illustrations and text attempt to depict another culture, do they go beyond over-simplifications? Watch for instances of the "quaint-natives-in-costume" syndrome.

4. Examine the relationships between people

Do the white people in the story possess the power, take the leadership, and make the important decisions? Do racial minorities and females function in essentially supporting roles?

5. Note the heroes

For many years, books showed only "safe" minority heroes—those who avoided conflict with the white establishment. Minority groups today want the right to define their own heroes (of both sexes) based on their own concepts and struggles for justice.

6. Consider the effects on a child's self-image

Are norms established in the book that limit any child's aspirations and self-concept? What effect can it have on African American children to be continuously bombarded with images of the color white as the ultimate in beauty, cleanliness, and virtue and the color black as evil, dirty, and menacing? Does the book counteract or reinforce these color associations?

What happens to a girl's self-image when she reads that boys perform all the brave and important deeds? What about a girl's self-esteem if she is not "fair" of skin and slim of body?

7. Check the author's/ illustrator's background

Analyze the biographical material on the jacket flap or the back of the book. If a story deals with a minority theme, what qualifies the author to deal with the subject?

8. Check the author's perspective

Children's books in the past have traditionally come from authors who were white members of the middle class. With any book in question, determine whether the author's perspective substantially weakens or strengthens the value of his or her written work. Is the perspective solely patriarchal or feminist? Is it solely Eurocentric, or do minority cultural perspectives also receive respect?

9. Watch for loaded words

A word is loaded when it has insulting overtones. Examples of loaded adjectives (usually racist) are "savage," "primitive," "conniving," "lazy," "superstitious," "treacherous," "wily," "crafty," "inscrutable," "docile," and "backward." Look for language that excludes or ridicules women.

10. Look at the copyright date

Books on minority themes—usually hastily conceived—began appearing in the mid-1960s. There followed a number of "minority experience" books to meet the new market demand, but most were written by white authors and reflected a white point of view.

Not until the early 1970s did children's books begin to reflect the realities of a multi-racial society, with minority authors writing about their own experiences. Non-sexist books, with rare exceptions, were not published before 1973.

Copyright dates can be a clue as to whether the book is likely to be racist or sexist, although a recent copyright date is no guarantee. ■

Multicultural education comes under fire from the extreme religious right

(Continued from page 5)

the electoral process at a conference held in Helena in January: "The first strategy, and in many ways the most important strategy, for evangelicals is secrecy." He added, "What I'm suggesting to you is to be effective, you must be secretive, you must paint your face and travel at night." In other words, Reed urges members to avoid being labeled as a Christian Coalition member when running for office.

When Robert Marzano, deputy director of the Mid-continental Regional Educational Laboratory, first learned of the activities of groups such as CEE, he thought they were a passing trend. But Marzano has come to believe these groups should not be taken lightly. Now he devotes much of his free time to monitoring groups such as CEE. Marzano urges educators and communities to mobilize in the face of pressure from extremist organizations.

In San Diego County, California, educators and communities are already mobilizing. In 1990, 24 members of religious extremist groups won seats to local school boards in a well-orchestrated, sophisticated electoral effort. When local educators and community members discovered the hidden agenda of these new school board members, they formed an organization called the Community Coalition Network. The network attempts to get school board candidates to reveal their true agenda by asking them to sign a 10-point declaration of principles, including a declaration of support for separation of church and public schools.

"What we oppose is the use of public office to impose sectarian beliefs and values and the unwillingness of candidates to openly declare their support for the separation of church and state," says Michael Parrish, a leader of the network. ("Christian Soldier," *Teacher Magazine*, November/December 1992)

In Montana, several communities have experienced first-hand the activities of religious extremist groups. These groups have run candidates for school boards and have tried to affect school policy in issues ranging from textbook selection to multicultural curriculum.

According to Robert Marzano, we will probably see more of these activities. "This movement is growing at a geometric rate," Marzano says. "I don't think we realize exactly what we have to lose as educators. And I'd say that we've actually lost quite a bit." ■

Legislative update

(Continued from page 3)

meantime, the Office of Public Instruction is working to hold on to school funding. "Those who would cut school funding fail to recognize that our enrollment is growing," said State Superintendent Nancy Keenan. "We expect 7,100 new students in the next two years, at a cost of about $38 million. It's not just numbers we're talking about; we're talking about kids' lives and their futures," she added.

"As *Montana Schools* goes to press, we continue to fight the good fight," Keenan said. "I will go to the wire to support school funding and quality education for Montana's kids." ■

Finding and preserving cultural identity in Montana

(Continued from page 7)

A Chippewa elder tells his grandchildren of his father, who hunted wild buffalo. People gather to enjoy the judging for blue-ribbon canned goods at a county fair. A civic-minded group is intent on saving for posterity the studio and archives of a local resident who painted the early life of the community with accuracy and compassion. In these and similar activities, we find attempts to affirm and teach the fundamentals of community life and values that merge and make up our state's character.

The diversity of private efforts dedicated to ensuring continuity of group traditions is awe inspiring. Characteristic of these efforts are ethnic and regional radio stations responding to local tastes, such as High Plains News Service out of Billings; special publications of cultural and historic groups describing activities for members, such as the Montana Woodcarvers Association; and community-based instruction supplementing public education with classes that stress distinct cultural heritage, as with the Ancient Order of Hibernians and the Sons of Norway.

In addition, fraternal, sporting, and business groups often work to further community awareness by supporting local fairs and parades, special programs for cultural education, and awards that promote group values. The pervasiveness of such efforts reflects pride in community heritage and a profound desire to keep alive the context and expression of cultural identity.

Families and communities have the primary role in conserving cultural heritage and defining cultural identity. The interaction between family, neighbors, and community establishes the base from which all cultural attributes derive. It engenders a sense of and appreciation for a group identity. It legitimizes the worth of what have come to be called cultural resources: buildings or buffalo lore, belief systems or burial sites. Parent teaches child and friend teaches neighbor to find the meaning in shared heritage. In so doing, the family gives its members what they must know to survive, to express individuality, to assert freedom responsibly.

Community, as an extension of family, furthers this valuable work in preserving processes, knowledge, arts, skills, and values. The role for family and community working together to foster cultural awareness and pride is of utmost importance in conserving traditional ways of life.

Since culture is essentially abstract and ineffable, the approaches to its conservation often rely on the recognition of cultural expression, the overt evidence of cultural identity. For discussion, it is helpful to define two categories of such cultural evidence because efforts designed to deal with one do not necessarily suit the other. The tangible portion of our cultural heritage consists of artifacts—a mountain man's rifle from the fur trade days, a sod house still standing on a family's land, great-grandma's wedding gown, the county centennial book, a medicine bundle.

Stories, songs, tunes, dances, rites of passage, knowledge of processes, beliefs, languages, and other items fall into the category called "intangible elements of our cultural heritage." Cultural expressions without physical form have no life independent of the people who carry them. A pot, on the other hand, remains long after the potter who had knowledge and skill to make it has passed away.

One type of cultural evidence does not have more importance than the other. In fact, the tangible and intangible are typically only different aspects of the same cultural item. To understand a physical artifact such as a pot, then, it is necessary to consider the traditional intangible associations—the processes by which it was made, the symbolism of the designs in its decoration, the ways in which it was and is used. While the first type of evidence survives longer and has received greater recognition than the second, cultural identity takes shape when people interpret both together. ■

—Author Nicholas C.P. Vrooman is Montana's state folklorist

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CALENDAR

April

8-9: Mandt Training, Butte—Susan Bailey, OPI, 444-2046
14: OPI School District Accounting Winter Workshop, Whitefish/Kalispell—Barbara Yahvah, OPI, 444-0252
14-16: Montana Assoc. of Secondary School Principals, Bozeman—Loran Frazier, SAM, 442-2510
15-16: Youth at Risk: A Second Look, Great Falls—Youth in Crisis Coalition, 761-0310
16: Human Solutions to Problems with Wildlife in Cities and Towns, Billings—255-7161
16-17: Annual Spring Conference of Montana Assoc. of Language Teachers, Billings—Cindy Hummel, 255-3670, or Duane Jackson, OPI, 444-3129
18-21: Information technologies conference, "New Pathways to Knowledge," Missoula—243-2048
19: Chapter 1 spring workshop, Chinook—Gwen Smith, OPI, 444-5660
19: Regional Meeting for Drug-free School Project Directors & Clerks, Missoula—Judy Birch, OPI, 444-5663 or Rick Chiotti, OPI, 444-1963
20: Regional Meeting for Drug-free School Project Directors & Clerks, Great Falls—Judy Birch, OPI, 444-5663 or Rick Chiotti, OPI, 444-1963
20: Chapter 1 spring workshop, Glendive—Gwen Smith, OPI, 444-5660
21: Chapter 1 spring workshop, Polson—Gwen Smith, OPI, 444-5660
22: Chapter 1 spring workshop, Billings, Anaconda—Gwen Smith, OPI, 444-5660
22: Regional Meeting for Drug-free School Project Directors & Clerks, Miles City—Judy Birch, OPI, 444-5663 or Rick Chiotti, OPI, 444-1963
22-23: Certification Advisory Council (CSPAC), Pablo/Polson—Pete Donovan, 444-0301
25-28: Montana Indian Education Assoc., Bozeman—Robert Fox, 673-3473 or 353-2827
25-27: State Traffic Education Conference, Fairmont Hot Springs—Curt Hahn, OPI, 444-4432
25-27: Spring All-Arts Event, Helena—Christine Peña, OPI, 444-4442
30: ED RoundTable, Hamilton—Susan Bailey, OPI, 444-2046
25-May 1: Mathematics Awareness Week —Diana Oldham, OPI, 444-4436

May

4: National Teacher Day
10-12: Montana's 1993 Special Education Conference (CEC), Missoula—243-4623
16-22: Bike Safety Week
20-21: Board of Public Education Meeting (tentative), Helena—Jeannie Worsech, 444-0302

June

6-12: Montana Institute for Effective Teaching of American Indian Children, Havre—Bob Parsley, OPI, 444-3013
14-16: Law-Related Education Summer Institute, "With Liberty and Justice for All," Billings—Sue Suiter, 628-7911
14-25: Taft Seminar: "American Indians and American Politics," Missoula—Linda Peterson, OPI, 444-5726
20-27: Summer Visual Art Education Institute, Missoula—Christine Peña, OPI, 444-4442
21-22: Mandt Training, Bozeman—Susan Bailey, OPI, 444-2046
23-25: Montana Assoc. for Pupil Transportation, Helena—David Huff, OPI, 444-4396
24-26: Literary Encounters: Native American Literature and Culture Conference, Bozeman—Jan Hahn, OPI, 444-3714, Lynn Hinch, OPI, 444-3482

July

21: CSPAC Certification Endorsement Forum, Helena—Pete Donovan, BPE, 444-0301
22-23: Certification Advisory Council Meeting, Helena—Pete Donovan, BPE, 444-0301
22-24: Law-Related Education Summer Institute, "With Liberty and Justice for All," Havre—Terri Miller, 756-4560

September

22-24: Annual Conference on Service for Children and Adolescents with Emotional Disturbance and their Families, Great Falls—Dick Wende, 791-2270
25-29: North American Assoc. for Environmental Education, Big Sky—Kurt Cunningham, 444-1267
29-Oct. 1: Montana Chapter 1 Fall Conference, Billings—Joan Morris, OPI, 444-3083

SIMMS announces technology grant recipients

The Montana Council of Teachers of Mathematics was awarded $10 million by the National Science Foundation in 1992 to fund the SIMMS (Systemic Initiative for Montana Mathematics and Science) Project. The five-year SIMMS Project will develop new materials and methods for teaching mathematics to high school students. To date, nearly 70 Montana high schools have received funding from SIMMS through technology grants. Currently, 56 teachers are working with the project and testing SIMMS materials in Montana secondary schools. The SIMMS curriculum is written by Montana teachers during the summer months.

In January, 19 Montana high schools were awarded technology grants from SIMMS. The grants will allow these schools to purchase computer hardware, graphing calculators, computer programs, and other related materials. Of the 19 high schools, six have large populations of American Indians: Hardin, Harlem, Hays/Lodgepole, Plenty Coups, St. Labre, and Wolf Point.

The other grant recipients were Belt, Blue Sky in Rudyard, Bridger, Butte, Capital High in Helena, Culbertson, Frenchtown, Headwaters Academy in Bozeman, Mountain View in Helena, Nashua, Superior, and Troy.